
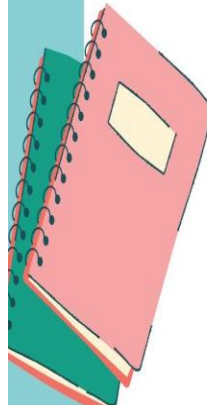




**BUKHARA STATE UNIVERSITY
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**Handbook to lectures on
METHODS OF TEACHING LANGUAGES**



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Bukhara State university
Faculty of Foreign Languages
Department of English Linguistics

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Handbook to lectures on

**METHODS OF TEACHING LANGUAGES
AND EDUCATION TECHNOLOGIES**

Iste'dod- 2022

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K U N T A R T I B I:

1. Turli masalalar.

Ingliz tilshunosligi kafedrasida katta o'qituvchisi Z.H. Usmonovning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Methods of teaching languages and education technologies" deb nomlangan uslubiy qo'llanma tavsiya etish.

E S H I T I L D I:

M.Y. Farmanova (kengash kotibasi) - Ingliz tilshunosligi kafedrasida katta o'qituvchisi Z.H. Usmonovning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Methods of teaching languages and education technologies" deb nomlangan uslubiy qo'llanmani nashrga tavsiya etishni ma'lum qildi. Uslubiy qo'llanmaga: Tarjimashunoslik va lingvodidaktika kafedrasida mudiri PhD N.F. Qosimova va Ingliz tilshunosligi kafedrasida dotsenti PhD N.S. Qobilovlar tomonidan ijobiy taqriz berilgani ta'kidlandi. Uslubiy qo'llanma muhokamasi haqidagi Xorijiy tillar fakulteti (2022-yil 29-aprel) va Ingliz tilshunosligi kafedrasida (2022-yil 27-aprel) yig'ilish qarori bilan tanishtirdi.

Yuqoridagilarni inobatga olib o'quv-metodik kengash

Q A R O R Q I L A D I:

1. Ingliz tilshunosligi kafedrasida katta o'qituvchisi Z.H. Usmonovning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Methods of teaching languages and education technologies" deb nomlangan uslubiy qo'llanma tavsiya etilsin.

O'quv-metodik kengash raisi

O'quv-metodik kengash kotibasi



R.G'. Jumayev

M.Y. Farmanova

Мазкур ўқув услубий қўлланма олий таълимнинг филология таълим йўналиши III босқич бакалаврият талабалари учун мўлжалланган бўлиб, “ Тиллар ўқитиш методикаси ва таълим технологиялари” фани ишчи дастури асосида тайёрланган.

Ушбу ўқув услубий қўлланмада талабаларни чет тили ўқитувчиси касбий фаолиятига назарий ҳамда амалий жиҳатдан тайёрлаш, замонавий методиканинг асосий муаммолари билан таништириш, чет тили ўқитишда анъанавий ва янги педагогик технологияларнинг аҳамияти ва ушбу жараёнда таълимнинг замонавий техник воситаларидан фойдаланиш, шунингдек, маърузалар бўйича тавсия этиладиган адабиётлар рўйхати ўз ифодасини топган.

Мазкур қўлланмадан нафақат бакалаврият таълим йўналиши талабалари, балки умумтаълим мактаблари ёш ўқитувчилари ҳам фойдаланишлари мумкин.

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Ўқув-услубий қўлланма Бухоро давлат университети БухДУ Хорижий тиллар факультети кенгашининг 2022 йил 27 майдаги 10- йиғилишида муҳокама қилинган ва нашрга тавсия қилинган.

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Lecture 1: Introduction. Methods of Languages Teaching and Education Technologies as science

Lecture outline:

- 1. The content, subject and method of “Methods of Teaching Languages and Education Technologies”.***
- 2. The general problems of Foreign Language Teaching. Relations of Methods of Foreign Language Teaching to other science.***
- 3. Prospects in development of the methodology in teaching foreign languages in Uzbekistan, about approval of the state educational standards on teaching foreign language for general secondary and secondary special, professional education. The implementation of international programs in teaching foreign language.***
- 4. The Importance of Foreign Language Qualification Certification and Human Resource Capacity (Chet tillarida malaka sertifikatining ahamiyati va salohiyati).***

1. The content, subject and method of “Methods of Teaching Languages and Education Technologies”

The word “method” primarily means way or manner of doing something. It is a word of international currency, borrowed into all European languages through the Latin “Methodus” from the Greek “Methodos”.

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. The English word “method” is likewise used to designate a branch of study. Methods (Методика) as a branch of study is the science of ways or manners (methods) of teaching. Methods of foreign language teaching - is the science of methods teaching foreign languages. It covers three (sometimes four) main problems:

- 1) Aims of teaching a foreign language = why to teach a foreign language.*
- 2) Content of teaching, i.e. what to teach to attain the aims.*
- 3) Methods and techniques of teaching, i.e. how to teach a foreign language to*

attain the aims in most effective way to meet modern requirements.

4) *Whom to teach .*

We must distinguish between General methods (общая методика) and Special methods (частная методика).

By General methods we mean the methods dealing with general problems of foreign language teaching irrespective of the language taught (whether it is English, German or French).

By Special Methods we mean Methods of Teaching of a particular foreign language, i.e. the teaching of a definite foreign language is treated.

The English word “method” has, accordingly, two meanings. It expresses (1), as does the corresponding Russian word, a way of doing something, and (2) unlike the Russian word, that branch of knowledge and study which deals with ways of teaching. In the first meaning, besides denoting a more or less complex procedure consisting of a series of interconnected acts, the English word, more often than its Russian counterpart, is employed to designate a single teaching device, or a single form of procedure in teaching. (прием).

In its second meaning, the English word usually specifically qualified, may denote the body (совокупность^ the ways of teaching (1) any subject instruction, (2) foreign language generally, (3) any particular foreign language, or (4) any particular aspect of instruction in a foreign language, such as speech, reading, phonetics, grammar, etc.

In pedagogical process the term “methods” (методика) used in three meanings. In its first meaning it means the subject of instruction, for example (Tomorrow we have methods according to the timetable), the second meaning is the sum total of all ways (methodological) of instruction (I like our teacher’s methods), in the third meaning it means the theory of instruction and a special subject.

2. The general problems of Foreign Language Teaching. Relations of Methods of Foreign Language Teaching to other science.

Methods of foreign language teaching are closely related (connected) to other sciences such as pedagogy, psychology, physiology, linguistics, and some others.

a) Relations of Foreign Language Method to Pedagogy.

Pedagogy is a science connected with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to pedagogy. To study foreign language teaching one must know pedagogy. One branch of pedagogy is called didactics. Didactics studies general ways of teaching in schools. Methods as compared to didactics, study the specific ways of teaching a definite subject. Thus it may be considered special didactics. Pedagogy is the science or general theory, of the bringing up and teaching of children and the young, *in other terms*, the science of education in the narrower sense and instruction or of education in the wider sense. It consists, accordingly, of two main divisions: educational pedagogy and instructional pedagogy, of which the latter is called didactics, otherwise *method* or *methods*.

In foreign language teaching, as well as in teaching of mathematics, history, and other subjects taught in school, general principles of didactics are applied and, in their turn, influence and enrich didactics. For example, the so-called “principle of visualization” was first introduced in teaching foreign languages.

Now it has become one of the fundamental principles of didactics and is used in teaching all school subjects without exception.

Programmed instruction was first applied to teaching mathematics. Now through didactics it is used in teaching many subjects, including foreign languages.

It is the task of the specialist in methods of teaching foreign languages not only to seek for the best methods of imparting to the pupils’ knowledge and skills, and of training, them in good habits, but also to look out for the best means of educating the pupils through the subject with whose teaching he is concerned.

Pedagogy is an applied science. Both divisions of it, in all their parts, in particular, foreign language method, are applied psychology.

In foreign language teaching the teacher forms and develops in pupils’ pronunciation habits, lexical habits and other habits. Since “*habits*”

is the result of the repeated action in the same line pupils can acquire habits by constant steady drill. Therefore, the teacher should remember when organizing pupils learning that drill should be constant and accurate.

This implies correct copy, clearly presented and easy for imitation and reproduction, given under motivating conditions which favors repetitions which will lead to skill. Since skill is the ability to do something well and in language learning skills are pupils ability to use the target language for communicative needs ,the teacher should form and develop such language skills as listening comprehension, speaking, reading and writing.

b) Relations of Methods of foreign Language Teaching to Psychology

One cannot develop language skills (listening comprehension, speaking, reading and writing) of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formerly acquired habits on the formation of new ones, and many other necessary factors that psychology can supply us with.

Since bringing up and teaching children are particular modes of combined physical and mental activity, it is clear that psychological principles must largely contribute to the theoretical foundation of pedagogy in general and of methods of teaching in particular.

Pedagogy and psychology may be said to overlap each other, or like two interesting circles, to have a common area, which do main bears the name of “educational psychology”.

This relationship may be represented graphically as follows: ***Pedagogy-Educational Pedagogy - Psychology.***

At present we have much material in the field of psychology which can be applied to teaching a foreign language. For example, N.I. Zinkin a prominent Soviet psychologist in his investigation of the mechanisms of speech came to the conclusion that words and rules of combining them are most probably dormant in the kinetic center of the brain. When the ear receives a signal it reaches the brain, its hearing center and then passes to the kinetic center. Thus, if a teacher wants his

pupils to speak English he must use all the opportunities he has to make them hear or speak it. Furthermore, to master a second language is to acquire another code, another way of receiving and transmitting information. To create this new code in the most effective way one must take into consideration certain psychological factors.

Effective learning of a foreign language depends on to a great extent on the pupils' memory. That is why a teacher must know how he can help his pupils to memorize successfully and retain in memory the language material they learn. P.K. Zinchenko, a Soviet psychologist, came to the conclusion that this memory is retentive. Consequently, in teaching a foreign language we should create favorable conditions for involuntary memorizing.

Experiments, done by the prominent scientists, show that psychology helps Methods to determine the role of the mother tongue in different stages of teaching; the amount of material for pupils to assimilate at every stage of instruction: the sequence and ways in which various habits and skills should be developed: methods and techniques which are more suitable for presenting the material and for insuring its retention by the pupils and so on.

Psychology allows the methodologists to determine the so-called psychological content of teaching i.e. in what habits and skills should be developed in pupils to acquire language proficiently.

Psychology also helps Methods in selecting techniques for teaching and learning,

i. e. in how to teach in a most effective way, for example, under what conditions pupils can learn words, phrases, sentence-patterns more effectively, or how to ensure pupils memorizing new words in an easier way. Since progress in learning is made by the addition of new knowledge may be imparted in teaching a certain group of pupils, what psychological factors should be taken into consideration when imparting a new knowledge to pupils.

Relations of Methods of foreign Language Teaching to Psychology of the Higher Nervous system.

Being connected with the psychology Methods of foreign language teaching takes into account functions of the brain and the higher nervous system, I.P.

Ivanov's theory of the higher nervous activity his interrelated theories of "conditional reflexes" of the "second signaling system" and of "dynamic stereotype" bears a direct relation to the teaching of a foreign language. Pavlov writes that all human physical activity is the result of the physiological activity of the definite mass of the brain. Pavlov showed that man's higher nervous activities-speaking and thinking -are the functions of a special system of organic structures within the nervous system.

Pavlov's theory of conditioned reflexes explains and confirms the necessity for the cultivation of habits and for frequent repetitions and revision of the material dealt with in the teaching of all the subjects of instruction, in particular in the teaching of foreign languages, where those precepts are of special importance. Consequently, one of the forms of human behavior, i.e. speech response to different communication situations. Therefore, in teaching a foreign language we must bear in mind that pupils should acquire the language they study as a behavior, as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught in through such situations.

Pavlov's theory "dynamic stereotype" also furnished the psychological base for many important principles of language teaching, e.g. for the topical vocabulary arrangements.

c) Relations of Methods of Foreign Language Teaching to Linguistics.

While linguistics is a science, language as a subject of instruction is not a science, but an activity.

Methods of foreign language teaching is most closely related to linguistics deals with the problems which are of paramount importance to Methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary and many others. Methods successfully use, for example, the results of linguistic investigation in the selection and arrangement of language material for

teaching.

There can no doubt that all the branches of linguistics: phonetics, the two divisions of grammar -morphology and syntax, - and the two-lexicology and semantics-can furnish useful data to foreign language method.

Many prominent linguists have not only developed the theory of linguistics, but also tried to apply it to language teaching. The following quotation may serve as a proof of this:

“It has occurred to the linguist as well as to the psychologist that the foreign language classroom should be an excellent laboratory in which to test new theories of language acquisition”.

Methods of Foreign Language Teaching like any other science have definite ways of investigating the problems which may arise. They are: 1) A critical study of the ways, foreign languages were taught in our country and abroad.

2) A through study and summing up of the experience of the best foreign language teachers in different types of schools.

3) Experimenting with the aim of confirming or refuting the working hypotheses that may arise during investigation.

Experimenting becomes more and more popular with methodologists. In experimenting, methodologists have to deal with different data that is why in arranging research work they use mathematics, statistics, and probability theory to interpret experimental results.

3. Prospects in development of the methodology in teaching foreign languages in Uzbekistan, about approval of the state educational standards on teaching foreign language for general secondary and secondary special, professional education. The implementation of international programs in teaching foreign language.

During last two decades the question of foreign language teaching received a closer attention in Uzbekistan. It is evidenced by the adoption of the National Programme for Personnel Training and a number of subsequent documents that

have created favorable conditions for the development of methods in language teaching. Resolution “On measures for further improvement of the study of foreign languages” has been adopted just recently. According to the new document, the study of foreign languages, mainly English, gradually will start in elementary schools in the form of gaming lessons and lessons in speaking in the first grade, and in the form of learning the alphabet, reading and spelling in the second grade. In future, teaching special subjects in universities, especially in engineering and international specializations, will be conducted in foreign languages.

As a result of the transformation taking place in the Republic of Uzbekistan, the process of language teaching today can evolve to meet the needs of people and gain more tangible practical and communicative orientation. Preparation of a person to communicate in target foreign languages is equivalent today to preparation for intercultural dialogue.

Such a situation can be generally noted as a positive development because it indicates an increase in people's interest in foreign languages. On the other hand, society itself is interested in such university graduates who could be recognized by the international community. Accordingly, the practice of language teaching should respond to this situation and to work out best solutions to emerging problems.

The process of foreign language teaching takes place in different ways in different countries. Within the post-Soviet area, this process has its own specific characteristics. In particular, the main problem of foreign language teaching is the lack of rhetoric classes in schools and colleges in several countries. This approach to language learning and teaching has developed due to the abolition of rhetoric classes in Russian schools in the late nineteenth century. From ancient times, the teaching of the native language was conducted simultaneously in two directions – education of rhetoric skills and the study of the theoretical foundations of the language. In the twentieth century methods of foreign language teaching in schools were based on techniques of teaching of the native (Russian) language in Russian schools. This fact has led to a tangible difference in the approaches to the problems

of language teaching in our country and in other European countries. This was proved with the excessive grammatical focus of the process of foreign language teaching in our methodology. This situation, no doubt, was reflected in the practice of foreign language teaching, since for a long time foreign language teaching copied main rules of native language teaching. In the end it appeared that many graduates, having a large amount of theoretical knowledge, were helpless in communicating in studied language. It continued until the end of the twentieth century.

Currently perspective directions of development of foreign language teaching methods are communication skills and implementation of innovative technologies, humanization of the educational process.

Optimization of the process of foreign language teaching involves the development of certain areas of methodical science. These are:

- to explore the possibility of increasing the practical orientation of lessons and achieve the situation in which the goals of lessons are planned in the form of practical tasks;

- to identify ways to strengthen communicative orientation of lessons. To do this, it is important to use interactive teaching methods;

- to include the creativity in the process of language teaching, which takes the form of co-operation of teacher and student. To do this, it is necessary to introduce the idea of "pedagogical communication" in classes;

- to increasingly rely on new information and communication methodologies, which involves the use of modern equipment and facilities;

- to expand the idea of developmental education through the establishment of appropriate training texts and the use of modern and up to date information in the content of exercises performed in class;

- to use of the differentiated learning tasks and widely implement the principle of personality-oriented approach;

- to develop students' speaking skills initiative, which corresponds to the principle of humane learning.

The main purpose of teaching foreign languages in the curriculum is defined as "education of students to communicate fluently in the target language." To obtain such a result it is necessary to take care of the formation and development of communication skills of students, focusing on the achievements of modern methodical developments.

A promising orientation in the development of the direction in communicative methodology of foreign language teaching is text centrism. In the methodology for foreign language teaching, which has the aim of linguistic personality formation, it is necessary to introduce an organic component aimed at developing students' skills of perception of the text, work with the text, and the text formation.

Significant changes are taking place in the methodology of foreign language teaching. From this point of view, the identification of new ways in developing the technique of language teaching becomes an important problem of modern methodical science.

Innovations in foreign language teaching can be associated with changes not only in the objectives, content, methods and techniques, forms of organization and management system, but also in the styles of teaching activities and the organization of educational and informative processes.

Based on the understanding of the process, we identify innovations in techniques, tools, and methodology of foreign language teaching.

Consequently, the identification of the best ways to implement the innovative practices in the process of education becomes one of the urgent problems of modern methodology. Consideration of the above mentioned issues in the organization of the process of foreign language teaching satisfies demands of people as well as general social needs. Successful solutions to these problems can lead to the optimization of the process and increase of its effectiveness. Adapting the law about foreign language teaching that the base of promotion in education system:

ON MEASURES TO FURTHER IMPROVE THE FOREIGN LANGUAGE LEARNING SYSTEM

It should be noted that within the framework of implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training in the country, a system of foreign language teaching has been developed, which is aimed at forming a harmonious, educated, modern thinking generation and integrating the republic into the international community.

During the years of independence over 51.7 thousand foreign language teachers have been trained, multimedia textbooks for English, German and French languages for grades 5-9 have been prepared, electronic resources for English language in elementary grades have been prepared, in secondary schools, vocational colleges and academic lyceums More than 5 thousand lingaphone rooms are equipped.

However, the analysis of the existing foreign language learning system shows that education standards, curricula and textbooks do not fully meet the requirements of time, in particular the need for advanced information and media technology. The training is mainly conducted in traditional ways. Organization of continuous learning of foreign languages at all stages of the education system, as well as further improvement of teachers' qualifications and provision of up-to-date teaching materials.

By introducing advanced methods of teaching using modern pedagogical and information and communication technologies, developing a new generation of foreign languages, improving the training system for those who can speak fluently in these languages, and, on the basis of this, their widespread use of achievements of world civilization and world information resources, to create conditions and opportunities for international cooperation and dialogue:

1. To approve from 2013/2014 academic year:

foreign languages, primarily English, begin in the form of game-oriented lessons and verbal classes from the first grade of secondary schools, and from the second to the beginning of learning alphabet, reading and grammar step-by-step;

foreign languages are taught in some special subjects, in particular technical and international specialties;

provision of pupils and teachers of general secondary, secondary special, professional educational institutions with foreign language textbooks and teaching-methodical complexes, their reprinting with the established deadline, free of charge at the expense of the Republican Trust Funds of the Ministry of Finance of the Republic of Uzbekistan will be increased.

2. To approve the Program of measures on expansion of study of foreign languages at all stages of the system of education of the Republic of Uzbekistan according to the Appendix № 1 .

* No appendix is added

Leaders of the Ministry of Public Education, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, other ministries, agencies and executive organizations shall be responsible for the quality and timely fulfillment of the programmed measures in accordance with established deadlines.

3. To establish a permanent Coordinating Council for further development of foreign languages learning (hereinafter referred to as the Coordinating Council) in accordance with the Appendix N 2, and to define the Uzbek State University of World Languages as its working body.

* No appendix 2 is added

The Coordination Council (A.Ikramov) together with the concerned ministries, departments and with involvement of leading scientists and specialists:

Up to March 1, 2013 to ensure the adoption of new standards of education, which sets forth the specific language proficiency level at each educational stage;

By May 1, 2013, to ensure that the new curriculum and curriculum of general education schools, secondary special, vocational and higher education establishments encompass the uninterrupted introduction of foreign language

education from the first grade of general education schools and its duration at all stages of education;

to attract leading international training centers, international experts and experts in foreign languages for the development of educational standards, curricula and plans, textbooks, as well as the organization of the educational process;

ensure that the foreign language teaching system is radically revised and strengthened without the exception of production, as well as the submission of universally recognized tests (examinations).

4. To set up the Department of Foreign Languages and Capacity Evaluation within the State Testing Center under the Cabinet of Ministers, to increase the number of employees of the Center to 12 people and to define the following tasks:

Development and implementation of the National Testing System for Evaluation of Foreign Language Knowledge in accordance with the requirements of international recognized standards;

organization of issuance of appropriate qualification certificates of the state sample on the basis of payment testing (including remote over the Internet) to determine the level of knowledge and possession of learners;

prepare and post information necessary for the preparation of the test to determine the level of knowledge of the learners independently of the foreign language.

Grant the Center the right to involve independent experts and examiners on a fee basis to perform the tasks assigned to it at the expense of extra-budgetary revenues of the Center.

5. The State Testing Center, together with the concerned ministries and departments, shall submit proposals to the Cabinet of Ministers on introducing a foreign language into the block of entrance tests for all higher education institutions starting from the 2015/2016 academic year.

6. To establish a procedure according to which:

It is permitted to receive targeted admission to higher education institutions by the specialty of foreign language teachers on the basis of the recommendations of the local government authorities from the population living in remote areas and rural settlements who are in need of foreign language teachers in general secondary schools, secondary vocational and professional educational institutions;

Persons admitted to higher education institutions on the basis of targeted acceptance are required to work in the educational institutions located at their place of residence and in the educational institutions specified in the recommendations of the local authorities in the specialty 5 years.

7. In the calculation of incentive payments and supplements to the foreign language teachers and teachers of the Ministry of Public Education of the Republic of Uzbekistan, Ministry of Higher and Secondary Specialized Education and the Ministry of Finance, in educational institutions located in rural areas, including their salaries, 30% in educational establishments annually to approve the supplement to the monthly allowance in the amount of 15 percent.

8. The Ministry of Public Education of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, the Center for Secondary Special, Professional Education, shall provide funding sources within three months, including the State Budget and Off-budget Funds, foreign loans and international grants, as well as sponsors and donors Develop an accelerated program for equipping foreign language learning environments of educational institutions with modern information and communication technology and equipment (hardware) for 2013-2016 and in coordination with the Ministry of Economy and the Ministry of Finance, to submit it to the Cabinet of Ministers for approval.

9. The National Television and Radio Company of Uzbekistan, the State Committee for Communication, Informatization and Telecommunication Technologies, the Uzbek Agency for Press and Information, and the National News Agency of Uzbekistan, taking into consideration the interests and interests of children and youth, shall ensure:

Carrying out of systematic demonstration of popular and popular foreign and artistic animation films with the help of Uzbek subtitles dedicated to the preparation and broadcasting of TV and radio programs on children's and teenagers' TV, including the history and culture of other nations and world science and technology;

Through the Ziyonet network, you can significantly increase the access of educational institutions to international educational and learning resources, enrichment of its resource center with multimedia resources, applications for personal computers and mobile devices, as well as newspapers and magazines decorated in English with educational and fiction, print, create custom headlines, and organize apps.

10. Starting from 2013, the Ministry of Finance of the Republic of Uzbekistan shall envisage annually budget allocations based on the basis of the implementation of the measures envisaged in the present resolution.

11. Ministry of Public Education of the Republic of Uzbekistan, Ministry of Higher and Secondary Special Education together with the Ministry of Finance, the Ministry of Economy and other relevant ministries and departments, within one month, submit to the Cabinet of Ministers proposals on amendments and addenda to the legislation resulting from this Decision, as well as amendments to regulatory legal acts let go.

12. Control of execution of this resolution to assign to the Deputy prime minister of the Republic of Uzbekistan A. To Ikramov.

Just like that approving the State Education Standard on teaching foreign language for all educational institutions secondary school appointed as the prosperity of Education.

Prior to the introduction of the National Educational Standard for Continuing Education System on Foreign Languages (Cabinet of Ministers of the Republic of Uzbekistan, 2013), which is based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, Council of Europe 2001) there was inconsistency and lack of

continuity in educational standards. There was not a single document which outlined the aims and outcomes of teaching and learning English in all levels and stages of education. For instance, educational standard for secondary stage of education outlined aims and outcomes of learning foreign languages for students who attended school from 5th grade to 9th grade (State Educational Standard and Syllabus, 2010), state educational standard for secondary specialized education outlined aims and outcomes of teaching and learning foreign languages for students and teachers who attended colleges and academic lyceums from 1st to 3rd year (State Educational Standard and Syllabus, 2001). In this manner all educational standards were separated from each other according to their content, aims, and outcomes. Moreover, there were repetitions in themes and topics to be taught in each academic year. For example, students who attended schools from the 5th grade started learning English alphabet whereas students who started studies at college or academic lyceum level or even university level started learning English with its alphabet and grammatical system. In addition, the curriculum and syllabus mainly stressed on teaching grammar and translation practice.

Thus, analysis of the system of teaching and learning foreign languages carried out by the group of experts from Uzbekistan State University of World Languages, Ministry of Higher and Secondary Specialized Education, and Ministry of Public Education revealed that the former curricula on foreign language teaching, standards for different levels of education were not efficient in terms of finance and effort (Irisqulov 2015). Therefore, it was decided to develop and implement totally new concept of national standards which could provide continuity and consistency of teaching foreign languages in all levels of education system. And at this point the Common European Framework of Reference (CEFR) played as the main framework to be adopted in developing the national standard.

(REPUBLIC OF UZBEKISTAN, Cabinet of Ministers 2013) illustrates the characteristics of the present national

educational standard for foreign languages and its alignment features with the CEFR.

Stage of Education	Graduates	CEFR	Name of the Level
	Primary (4 th grade) level graduates	A1	Beginner level of foreign language learning
General Secondary Education	9 th grade graduates	A2	Basic level of foreign language learning
	9 th grade graduates of school specializing in foreign languages learning	A2+	Reinforced basic level of foreign language learning
Secondary specialized and vocational education	Graduates of non-specialized academic lyceums	B1	Independent beginner level of foreign language learning
	Vocational colleges		
	Graduates of academic lyceums specializing in foreign language teaching (second foreign language)	B1+	Reinforced independent beginner level of foreign language Learning
	Graduates of academic lyceums specializing in foreign languages		
Higher education	Baccalaureate level graduates of non-specialized faculties	B2	Independent communication level of foreign language learning
	Master level graduates of non-specialized faculties		
	Baccalaureate level graduates of faculties specializing in foreign language teaching (second foreign		

	language)		
	Baccalaureate level graduates of faculties specializing in foreign language teaching	C1	Proficient level of foreign language learning
	Master level graduates of faculties specializing in foreign language teaching		

a. The Importance of Foreign Language Qualification Certification and Human Resource Capacity (Chet tillarida malaka sertifikatining ahamiyati va salohiyati)

There are created favorable conditions for young people to study foreign languages in the country. Special attention is paid to teaching the younger generation to foreign languages. At the same time, a number of good and noble work is carried out to increase the capacity of young people. This is an example of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No 610 of August 11, 2017 "On measures to improve the quality of teaching foreign languages in educational institutions".

It is well known that in our country foreign language teaching is one of the most important tasks of the first years of independence. The study and teaching of foreign languages has become even stronger, especially after the Decree of President Islam Karimov "On Measures to Further Improve the Foreign Language Learning System" of 10 December 2012. This decision, along with the achievements in teaching foreign languages, has shown that education standards, curricula and textbooks do not fully meet the requirements of time, in particular the use of advanced information and mediate technologies, , there are shortcomings in organizing continuous learning of foreign languages at all stages of the education system, as well as providing teachers with up-to-date teaching materials.

As a result of the five-year study of a foreign language learning, learning and

evaluation system in our country, we have already mentioned that the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 11, 2017. This decree indicates that the reforms in the education system of the Republic of Uzbekistan are aimed at providing incentives, qualification certificates and incentives for pupils, students and teachers who are fluent in foreign languages. The resolution envisages further improving the quality of teaching young generation to foreign languages at all stages of the continuing education system, improving the training system for those who are able to speak freely in foreign languages, continuing the continuity and continuity of curricula in this area a national testing system for assessment of the level of knowledge of foreign languages is introduced. In order to implement such measures, the level of foreign language acquisition at all stages of the continuous education system is defined by the Listening, Reading, Writing (Writing) , A mechanism of evaluation based on the skills of Speaking.

Another important aspect of the decision that is being implemented is that learners, students, and teachers with a state-of-the-art qualification certificate of foreign language proficiency have a chance to learn foreign languages at leading foreign educational institutions will be able to participate in their operations. Additionally, from January 1, 2018, applicants with a Qualification Certificate will receive the following benefits for up to 3 years from the date of receipt of the certificate: Graduates of general secondary education, applicants and bachelors In order to continue the next stage, the foreign language (English, German, French) will be included in the test scores list and will be exempted from the foreign language test. In addition, teachers of educational institutions with V2 or higher qualification certificates are awarded with the maximum score in the certification process and exempt from exams. Registrations are conducted systematically in the regions, depending on the size of demand for applicants who want to obtain a certificate.

If so, Uzbekistan's educational system will be recognized not only by our country, but also by leading nations in the

world.

In our opinion, the assessment system should be implemented not only for foreign languages but also for all subjects. After all, the internal evaluation system, external demand, ie the next stage of education and the recognition of it by the employer, pose a lot of issues and lead to an intensive increase in staff potential. Additionally, if the certificate obtained on each subject has a certificate status recognized by the State Testing Center, then **we can achieve the following results:**

- Save large public expenditures for tests conducted on 1 August; students with certificates will be admitted to their studies directly;

- a database of students enrolled in higher education institutions (certified), which creates indicators of human resources in educational institutions of each region and region;

- If every reader who attempts to obtain a certificate can not have a good result in the first attempt, then he / she will pay the state test center and receive a certificate. As a result, direct investment is accumulated in the state budget. The State Testing Center may increase staffing capacities and expand its affiliates at the expense of accumulated capital;

- The need for staff will gradually find its way;

- investment in the education system of our state will begin to justify itself;

- Increasing or decreasing the salaries of teachers who have been in operation for many years now or who are already working in the education system, and which results in the achievement of learners, which results in the ability to work and create motivational programs for teachers

;

- There is an opportunity to develop and implement motivational strategies to increase the quality of the education system among administrative staff working in a similar education system;

- The staff breaks down every district / region / country.

In order to carry out such work, the introduction of international standards and an appropriate system of objective assessment, the state-guaranteed monthly coaching

staff includes a network of public organizations, including the **Youth Union and other associations, and mass media**. Decisions to be made for this purpose are appropriate in accordance with the requirements of the public education standard and the internal and external evaluation system and the certification system are accepted internationally. (*Feruzha Rashidova, Teachers Association of Uzbekistan*)

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Lecture 2: The theoretical, linguopsycological and pedagogical basics of Methods of Languages Teaching and EducationTechnologies

Lecture outline:

1. *Teaching foreign language as the theory of language education. Dochotomie: language and speech.*
2. *Difference between receptive and productive skills (output and input).*
3. *Psycholinguistic, linguodidactic features of communicative activity in foreign languages.*
4. *Methods of increasing the effectiveness of foreign language teaching(creating motivation).*

1. *Teaching foreign language as the theory of language education. Dochotomie: language and speech.*

Language and speech are interrelated, socially-historical, socio-psyhic as well as social and individual events and serves as a communication method. So, what is the language and speech process? When will it happen? What units does "work"? In general, language and speech? What units do they have in their units, and what are

their features? What is the relationship between the relationships? Nowadays, linguistics especially in Uzbek linguistics, is the basis of language and speech phoneme, morphema, lexema, pattern and sound, word (word form), word combination, and so on.

In other words, language units: fonema, morphema, lexema and models; speech units: voice, word (word form), word combination, sentence and so on.

Since language and speech are interrelated, it is self-consistent and linguistic. The interconnection of speech units is that they have "indivisible" relationships it comes from the concept. It can not be otherwise. Because of language and the dependence of the speech, the function of their units in the society, the activity because of this. The relationship between language and speech is in fact a combination of language relationships. Language and speech are in society "Exploits" the effects of exposure through certain units increases. In fact, the problem of language units is not speech units, speech units the problem can not be solved without language units. They are dialectical. This is also the attitude and attitude of the In other words, speech units are spoken in a language units, that is, the language units on the basis of the speech units. Language units serve as a material basis for speaking units. Speech units (voices, words, phrases, etc.) are actually the language - language units active appearance, activity.

Language and speech dialectics are expressed through the following units:

1. 1. Phoneme

Certain aspects of the phoneme as a phonological layer object is distinguished from other language units and has relative independence. The phoneme, relative to the other units of the language, is the smallest (minimal) as the unit, the largest(maximum) task in the language structure. In other words, the size of the phoneme is minimal, but its function, the "in operation" is the maximum unity that is unique to the position in the language structure is calculated. In other words, the phoneme is also a language of material unity it also "creates" and "creates" the units of speech as well as the speech units the material things of these units are regarded as building materials, without phoneme.

That is, it is logical to say that the problem of linguistic unit is silent (without sound) without specifying its properties, will not be complete, perfect. This is – axiom, so, what is the peculiarity of the phoneme?

These are:

1. Phoneme (sound) is the smallest construction material, the material unit of language, exposure, intensity of awakening.

2. Language and speech units - morpheme, lexeme, word-based phoneme (sounds). The background is the sound of these units.

3. The phonology distinguishes morpheme and speech in terms of sound. In other words, the phoneme is associated with the content (meaning) of certain units. So, the organization of phoneme language (speech) units, their distinction in the sound, social function, social unit as it affects the content is calculated.

4. Phoneme has only one unit, expression unit. As a language unit is not a specific character.

5. Phoneme is a typical distinctive mark in the memory of the speakers - the ideal "acoustic control" or "sound." image ". The distinctive features of the phoneme are articulatory (speech the typical behavior, state of the automated or standardized members) and acoustics (the pronunciation of the sound associated with the phoneme

quality: specific height, strength, timbre, shortness, etc.) based on the definitions.

6. The phonemes are the types of sound that can be generated by using human speech

and they are the "image" of psycho - acoustic images it is stored in our memory. Speakers are those psychic - acoustic images in turn, stimulates the speech organs and, consequently, is a phoneme of speech sounds.

The most important of the phoneme is the phonological nature of morpheme, to create units that represent meaning, lexeme, word - their sound social aspects such as the formation of the side and the differentiation of the relay and sound.

2.Morpheme

As a morpheme is the morphology unit with a linguistic unit, its own material basis, the sound of a phoneme – building material. The point of view of the common and private category of dialectical philosophy. Both morpheme and phoneme are commonly used as language units. At the same time the peculiarity of the term is obvious in the particular situation morpheme from general to privatization, what is the difference? the right question arises.

Let us recall that the term morpheme is by linguistics by Ivan Boduen de Kurtene and was used to describe the smallest portion of the word, the idea is that morpheme has a certain meaning and meaning it comes from the concept. It is at this point different from the morphema phoneme will do. It is also the smallest language in terms of morpheme meaning meaningful unit. This is the smallest sense of the word morpheme is a measure of the meaning of the expression.

So, the phoneme language is the smallest unit of size as the unit size, morpheme language is the smallest unit in terms of meaning. Morpheme is the last, last boundary of meaningful units. That's it cannot be separated into any other meaningful parts. Compare: Book-Books; to teach- teacher;

3. *Lexeme* is the meaningful unit of the language. Language units, such as phoneme and morpheme, the specific reality in the language and speech dialectics, features. Its peculiarity is that it is also a language unit, it can also be a combination of speech and complexity. This linguistic event is a common language, but the lexeme is general as a unit, it is a private word.

1.2. Difference between receptive and productive skills (output and input).

The RECEPTIVE SKILLS are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. The PRODUCTIVE SKILLS are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. –Productive communicative skills are the abilities that we used to produce a message (output). While Receptive communicative skills are the abilities

that we need to understand the message (input). → Productive skills are composed by reading, writing and interaction, but in the first ages it could be pointing or drawing. Whereas Productive communicative skills are composed by listening and speaking.

Receptive skills should be taught by using Active method. It is important for the motivation of the students that our proposals must be interesting so that the acquisition of knowledge could be faster. For Receptive skills teachers have to create a real communicative situation by using correct material to achieve a useful knowledge.

Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. While Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand.

Before you are able to use a word correctly and fully, you have to know quite a bit about it. An important distinction exists, therefore, concerning the words that you have locked in your brain. To capture this distinction, we use the terms receptive and productive: You are in receptive control of the words that you understand when you hear them or read them. You are in productive control of the words that you use to express yourself, in speech or in writing. To sum up we have to combine active and passive skills in our lessons with the aim to teach the real English.

2. Psycholinguistic, linguodidactic features of communicative activity in foreign languages.

What is the "interactive method" itself, what are its benefits? "Interactive method" is a combination of this communicative method and its ultimate goal is not just theoretical and practical study of the language, but also a free and intimate dialogue on various topics. What is the main difference of this method from the previous methods? In response to this, it can be said that, in the course of the lesson, which is based on the methods tested above, the teacher is very active, he

has everything in his head and in all processes (in explanations, students, who have successfully performed both the teacher, the speaker, and the writer, the auditor, the auditor, and the auditorium in the 80-minute audience, those who have not been given enough attention or attention to their abilities or capacities are generally held accountable. So the teacher compelled the students to observe "their performances" and demanded to give them an example of "one-to-one", or to be busy with translation. In foreign language lessons organized and conducted on the basis of old methods, the students (in any of the lessons based on this method) have abandoned the abilities of the students, to freely think, to think and to argue with each other, it does not mean that it does not focus on the formation of such aspects as explanation.

It was based on the fact that when teaching a foreign language, the ability to use the abilities and opportunities of the students and, in many cases, to give them free thought, to criticize each other and to correct their mistakes. So, unlike the traditional "teacher training" (although traditional methods are widely used in these lessons), the modern organization and conduct of "student government" we use the "interactive method" of the methods, which we will use to create a method of cultivating the communicative activity of students, during the creation of which we will be able to show the advantages and benefits of this method and to organize and conduct oral speech.

It should be noted that a communicative method has been developed and widely implemented in order to demonstrate the advantages of traditional methods and to provide a thorough learning of foreign languages in order to enrich the content of the interactive method of teaching is reaching. The well-known methodologist, J Richards and T Rodgers (1993) argue that a communicative method focuses more on language learning rather than on formal language regulations, but rather on the ability of students to communicate fully in language learning, to be able to fully comprehend the ability to communicate effectively and to communicate effectively. In such a scenario, D.Vilkin argues that the lesson is that the students will know more or less the same way of

communicating in the conversation and use it differently than to know the traditional grammatical concepts or vocabulary of the language, is of great importance (Vilkinz, 1972).

When dealing with traditions, he recommends to distinguish between two types of types, which include categories of categories (ie, time), sequence, quantity, location, frequency, target, reason, comparison, concession, etc.), and communication categories (including requests, rejection, suggestions and invitations, opportunities, etc.). It follows that a communicative approach to language teaching is a kind of approach to the education of Richards and Rodgers, which is not a method (Richardz, Rodgers, 1993), and puts forward the following important tasks :

1. Formation and communication skills in students to be able to use it;
2. Language and communication are interconnected the immediate link is the language and the 4 main activities and to provide a platform for dialogue.

It is important that students who are studying foreign language through a communicative method communicate freely, interactive communication, that is, a free talk, where questions and answers, role-plays, debates, interesting and tough discussions, and so on, the student participates in a dialogue where the student is willing to respond to the subject on which the issue is discussed, whether it agrees with or dissatisfied with the solution of a particular matter, whether it likes or dislikes, commands and plays, amazement and admiration, and severe enlargement. Thus, in some respects, the teacher only serves as an observer, a supervisor, a supervisor or, if not, an adviser, an assistant or a facilitator interested in a workshop where the students are very active, their mutual understanding, mutual responsibility.

In the course of any communication (whether it is written or not,) there are many different communication tools in the language units (though they are at one time); including various phonemes, morphams, leximas, frazemas, and various combinations of them. It is impossible without them (one or both) and additional statements (equally bound, coincidental).

It is important for students who do not have an English language to learn how to create competence in their own right, as well as to create a collaborative vocabulary system, because they can not communicate in a foreign language, It is difficult to say that the following types and types of common words are widely used in speech and communication:

1. When you came, we've watched the TV- with the complex phrase (the complex sentence with the subordinate clause of time).
2. The following is a common phrase. (the complex sentence with the subordinate clause of place). They came where my father worked.
3. The complex sentence with the subordinate clause of reason (cause):

He can not come to school because of his illness.

4. The complex sentence with the subordinate clause of condition:
if he comes, he will do it. (E.Hemingway, "A Farewell to Arms", P 170).

5. The complex sentence with the subordinate clause of purpose:

You can finish the work in time (see S. Maugham)

6. The complex sentence with the subordinate clause of concession:
Though he is young. He knows very much (S Maugham Theater, page 189).
7. The complex sentence, with its subordinate clause of comparison. (S. Maugham Theater, pp. 174).

The aim of this course is to follow the following guidelines to encourage students to communicate effectively and communicate them to students:

1. The principle of taking into account the language of the students studying a foreign language, that is, the English language, including their use in conversations and conversations in their mother tongue, the concepts of vitality and communication, including the general humanistic (baric language).
2. The principle of having robust knowledge, skills and abilities to talk about modern and communication skills that are needed in speaking and communication.
3. Principle of coercion based on the principles of simple complexity (from the point of view of their complexity or oddness).
4. Principle of Communicative Strategy Formation of Learners.

5. The principle of eliminating communicative interference in students' speech (in some cases, such interference occurs, in which the foreign language can also be translated into certain communicative language in the native language of the learner, for example, in Malay In the case of Longman's Practical Linguistics, any conversation begins with the question "If you have eaten yet?" This English conversation begins with a question like "Your health is fine", which is known to all. Interestingly, an Malaysian studying Malay student speaks to the question "If you are eating" and begins talking with the question, we see that the Malay-friendly communicative style is directly related to the English language, because it has a "cliché" , where English language skills and skills are not yet developed. renion.

6. The principle of formation of competitiveness. All of the six principles outlined above are inextricably linked to each other and complement each other.

3. Methods of increasing the effectiveness of foreign language teaching (creating motivation).

The future of each society is determined by the extent to which the education system is an integral part of it and a vital necessity. Nowadays, the country has become a state policy, reforming and improving the continuing education system, raising it to a new level of quality, introducing advanced pedagogical and information technologies, and increasing the efficiency of its education. The development of pedagogical technologies and their access to the educational process, as well as the rapid exchange and improvement of information technology, have created opportunities for everyone to increase their professional training and skills. Introduction of advanced pedagogical technologies in the educational process is one of the tasks of the National Program for Personnel Training. At present, innovative pedagogical technologies and interactive methods are widely used in education, particularly in teaching foreign languages. Implementation of innovative pedagogical technologies in the field of foreign language education is the formation of a person as a comprehensively advanced human resources on the basis of the principles of education, and the creation of

favorable conditions for the development and development of the economy. Another peculiarity of pedagogical innovation technologies is that of students, or students, as a key figure in the learning process. Learning process is a component of innovative pedagogical technologies that incorporate the proper formulation of lexical, grammatical, pronunciation concepts, the ability of the learners' knowledge system, self - control. Nowadays, the most effective teaching process is the guaranteed teaching methods of achievement of the goals of the teachers' pedagogues, the way in which the student learns to form an independent thinking, a free decision making solution, solve problems, these training methods are the most advanced feature of pedagogical technology. Today, in our country, a lot of attention is paid to language learning in our country. Looking at the above, we are sure once more about the significance of language in the development of our country. The English students are encouraged to learn how to play the role of an interactive video game: a) Students are divided into groups. Which group is encouraged to say a lot. b) Your exercise. This game can be used both in the group or on the team. That is, every student will be able to realize their knowledge and abilities. This game can also be used to strengthen the lesson or to control the students' knowledge. For example: "Find the lost word". A few learned words are put together, and a single word is confused. Students will find the words learned in the mind and find the unexplained word for the teacher. This method will help to strengthen the spoken word. c) Creative search game. The teacher tells the story to find inaccurate stories or find inappropriate stories. Students are looked for and find out why they are so excited. Such games do not take much time, do not require special equipment, but give good results. d) Game is a competition. There are various inter-row tournaments. There are also quizzes, various contests, and Olympiads . Such games can be performed both in class and out of class. e) Significant - role games. In this game, students can play role-playing stories or fairy-tale characters in the classroom, or play a role in creating a roundtable. For example: correspondent, historian, agricultural worker and others. Such games are of interest to students in learning, motivating them to pursue their goals, and

helping them to get acquainted with their profession. Thus, it is expedient to adhere to the above principles if it is aimed at achieving success in teaching native speakers to non-English speaking students, including through a communicative approach, the loss of the total loss of weight.

In view of the above, it is desirable to adhere to the following two principles as a teacher to examine his lesson in the study of the common words cited by Litvud and to provide them with thorough knowledge, skills and abilities:

1. In communication activities, they are divided into two types:

1. Activity-oriented activities; 2. Conditional communicative activities

2. Communicative activities are two kinds of communications:

1. Functional communication work; 2. Social interactive activities.

It is important to learn how to interconnect joint models with related binding means because the means for examining common types of speeches are the marker of each joint word. However, it is important to recognize that the emphasis should be placed on the dialogue from the beginning of the dialogue on the topic of dialogue, such as D. Savignon. Connecting foreign languages to syntactic units and communicating them it is desirable to use interactive communication units, including a structured semantic type, in the use of interactive methods in the use, skills and capabilities of the activity, for example, in the context of the target species and genus types the above mentioned activities can be implemented.

We can recognize the following types of common words:

1. In order to connect through the binding, use the following common verb forms (should / should, may / might + infinitive): she left for the station before in order that she could not miss the train (Th. Dreiser, *Sister Carrie*, 163)

2. The purpose that connects with the so that connector is that they should be used in the common word (in the case of should / should, may / might, can / can + infinitive verb) the departure. (E. Hemingway "A Farewell to Arms")

3. The purpose of the connection is to connect the connector so that the word must

be / may, may / might, can / can + infinitive: The mother woke up early, so her son should not be late for school (M. Twain "The Adventures of Tom Sawyer", p.

4. The purpose of the connection is to use a combination of the following (in the case of can / can + infinitive): The slave owner called the Negro so that he could take the necessary information (H. Voucher- Stowe, "Uncle Tom's Cabin", p.

5. The aim of the connection through the connection bundle is the joint phrase (in the should / should, may / might + infinitive verbs) He hid himself behind the tree, lest he might be silhouetted and seen. (J. Galsworthy, The Forsyth Saga, p.193)

Students learn a foreign language with a good understanding of all sorts of common words and phrases. They are comparable in their mother tongue to comparisons with the same common sense. When learning foreign language objectives, students are expected to learn from the simplicity or complexity of these concise statements when presenting them to students, as it is important to follow the conclusions of the study the diversity and complexity of the auxiliary verbs used in the section will have a direct impact on students' learning. Therefore, the presentations of these joint statements are consistent, and it is desirable to adhere firmly to the principle of "common sense". In addition, it is important to consider how frequently the student-shared conversations are presented in live speech because the rarity in the speech is not limited to some types of common phrases (such as "lest" or the link between a so-called linker and the so-called linker so that the purpose of this type should be given at the end of the presentation, which has their own stylistic characteristics. Adaptation to a combination of shared stories, as well as any statement, the student's learning and learning, based on their patterns models, is an important factor in reaching the teacher's goal. After their adaptation, a teacher should take a number of exercises to help students develop their skills and abilities.

There are three types of exercise that are: 1. Language exercises 2. Conditional speech forms (quasi-speech exercises) 3. Speech exercises.

Language exercises provide students with the ability to combine different types of interactions that are directly related to the differentiation of auxiliary

characters in the following sections, while conditional speech sessions involve the exchange of opinions, - provides a solid foundation for the formation of speaking skills and skills, such as answering, debate, shooting, and protecting your own ideas. Thus, conditional speech exercises are related to different situations, which are directly related to the effectiveness of direct language exercises. Conditional speech exercises can include the following phrases: 1) When I came home yesterday,; 2) When I was riding a car and so on. After giving these patterns, students are required to continue their free speech. Each student tries to find the continuation of this statement and fill it up, and realizes the event taking into account the realities of yesterday. Repetition and repetition of these types of statements will enable students to communicate freely on a specific topic.

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Lecture 3: Aims, Content of foreign Language Teaching in a Secondary school

Lecture outline:

- 1. The aims of foreign Language Teaching: Practical, Educational and Cultural***
- 2. Content of Foreign Language Teaching***
 - a) Psychological component***
 - b) Linguistic component***
 - c) Methodological component***
- 3. Approval of the state educational standards on teaching foreign language for all institution of education.***

1. The aims of foreign Language Teaching: Practical, Educational and Cultural

Aims are the first most important consideration in any teaching. The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools.

The aims of foreign language teaching are threefold: Practical, Educational, and Cultural.

Practical - pupils acquire habits and skills in using a foreign language;

Educational -They develop their mental abilities and intelligence in the process of learning the foreign language;

Cultural -pupils extend their knowledge of the world in which they live.

Practical aims are consequent on the basic function of language, which is to serve as a means of communication. International intercourse is realized directly, through the spoken language or indirectly, through the written language, i.e. through printed, or hand - or type written texts. Therefore the school programs set forth the following practical requirements: the instruction must be such as to ensure that the graduates can converse in the foreign language on simple everyday subjects, using the speech material dealt with in the course, can read and understand without a dictionary an easy text in foreign language, and with the occasional use of a dictionary a text presenting moderate difficulties and can express in written form simple thoughts (wrote a short letter).

The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the mother tongue leads to the mastery of the language as a system so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in pupils' gaining one more code for receiving conveying information; same purpose as the native

language: to use it as a means of communication. The practical aims in teaching a language are four in number: hearing, speaking, reading and writing. In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language, which will enable them to further develop it at an institute or in their practical work.

Educational aims. Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. When learning a foreign language, the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since large is connected with thinking through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power. Teaching a foreign language contributes to the linguistic education of the pupil, the latter extends his knowledge of phonic, graphic, structural, and semantic aspects of language through contrastive analysis of language phenomena. In teaching a foreign language the teacher is called upon to inculcate in pupils the scientific outlook, to prepare the young people for an active participation in production and other types of socially useful activities.

Cultural aims. The cultural aims mentioned in the school programs of foreign language imply the following tasks widening the pupil's general and philological outlook developing their powers of abstract thinking, cultivating their sense of beauty and their appreciation of art. The reading of texts (English) is acquainting the pupils' with the life and culture of the English - speaking nations, and with their manners and customs, will contribute to the mental growth of the pupils.

Later the ability of reading English and American authors in the original and texts in the English language reflecting the culture of the countries where that language is spoken will

likewise serve the pupils as a means of attaining a higher general educational level. Foreign language teaching should promote pupils' general educational and cultural growth by increasing their knowledge about foreign countries and by acquainting them with progressive traditions of the people whose language the pupil gains a deeper insight into the nature and functioning of language of language as a social phenomenon.

2. Content of Foreign Language Teaching: a) Psychological component, B) Linguistic component, c) Methodological component

1. Content of foreign language Teaching What to teach or the content of foreign language teaching is one of the main problems the Methods deals with. The following component constitute the content of foreign language teaching in schools Instruction in a foreign language comprises, like instruction in other school subjects (a) the imparting of knowledge, (b) the formation of habits, and (c) the development skills.

1. The first component of "what to teach" (content) is habits and skills which pupils should acquire while learning a foreign language. Habits are series of connected acts which have become automatic or semi - automatic as the result of repetitions.

Skills - are combination of specific useful habits, serving a definite purpose and requiring the application of definite knowledge.

The four basic skills to be acquired as the result of the study of a foreign language they are the ability to understand the language when heard, to speak it, to read it, and to write it. In other words they are hearing (language comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus for each form.

2. The second component of "what to teach" is a linguistic one. It includes on the one hand ,language material, such as sentence patterns, utterance - patterns, pattern-dialogues, text different in style arranged in topic and serving as starting points for the development of oral language and written language, which allows the teacher to reach the practical educational, and cultural aims set by the syllabys.

For example, in the junior stage (4x5 forms) pupils should speak and read about school, home, town and countryside, nature, physical training and sports.

On the other hand, linguistic material.

1. e. phonology, grammar and vocabulary, is carefully selected for the purpose.
3. The third component of what “what to teach” is a methodological component i.e. pupils should be taught how to learn the foreign language, how to work at the subject to attain the aims.

To sum up, the content of foreign language teaching involves three main components:

1. Psychological components: habits and skills which ensure the use of the target language as a means of communication in oral (hearing, speaking) and written (reading, writing) forms.
2. Linguistic components i.e. language and linguistic material which should be assimilated to be used in language skills.
3. Methodological component i.e. the techniques which pupils should acquire to learn the foreign language in a most effective way.

3. Approval of the state educational standards on teaching foreign language for all institution of education.

It is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. The role and influence of English in today are gaining a higher speed in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world after gaining the independence and increasing speed and scope of information exchange in the global village. The dominant position in the internet space by the language of the published content is firmly held by English, which is a strong motivation to learn English for those who wish to promote their global competences.

As it was mentioned since the declaration of independence the importance of the English language has been increasing in all aspects of Uzbek people's life. Currently, in the Republic of Uzbekistan great attention is given to

the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards. In order to realize the aims and tasks put forward by the Law of the Republic of Uzbekistan “On Education” (1997) and the “National Programme of Personnel Training” (1997) the complex system of reorganizing the structure and the content of personnel training, proceeding from perspectives of the social, economic development of the society, contemporary achievements of science, culture, technique and technology are being created in the country.

Besides On December 10, 2012 The first President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system” [1]. It is noted that in the framework of the Law of the Republic of Uzbekistan “On education” [2] and the National Programme for Training [3] in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. According to the decree foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade). Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

In order to increase teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation.

Since the enforcement of the decree all English language teachers have obtained a privilege of receiving a 15 % (urban areas) or 30 % (rural areas) bonus on top of their monthly salary, if they have reached a level of C1 in CEFR and prove this with an IELTS certificate or a certificate of language proficiency at the National Testing Centre, which was assigned to design tests to

check English teacher's language proficiency. The aim of this is primarily encouraging teachers to upgrade their language levels, which, in essence, is the principal obligation of a language teacher. Nevertheless, this policy has shown its positive impact on the quality of educational staff and has become the main criterion of employment in the country, not only in education but in other spheres as well. This approach helped the Uzbek to understand what level must be acquired to meet the requirements of modern standards. The main reason for the reforms are 1) the international role of the English language, which has evolved into a 'code' of communication in various spheres, and 2) globalization, which has opened many new ways for nations to come closer. In addition, another reason based on the analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required. New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development.

The National Tele radio Company, State Committee for communications, informatisation and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via "Ziyonet" educational network, promote publication of foreign language textbooks, magazines and other materials. And regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also in motivating Uzbek children to foreign language learning. The main concentration has become to change the language learning from the traditional Soviet approach of grammar-translation, which was a usual method of teaching English for many years, into a communicative method, practiced worldwide. Also,

The republican scientific and practical centre for developing innovative techniques of teaching foreign languages has been established at the Uzbek State University of World Languages due to the decree of the President of Uzbekistan “About measures on perfection of the activity of the Uzbek State University of World Languages” (2013). The Centre is responsible for great deal of work, like carrying out scientific researches directed on working out and introducing of innovative techniques of teaching foreign languages to uzbek children at all grades of continuous education; developing educational standards on learning foreign languages; maintaining methodological support for educational institutions, preparing teachers and experts in the field of foreign language teaching, implementing modern methods of teaching foreign languages, monitoring the realization of requirements of the international standards of teaching foreign languages according to “Common European Framework of References: learning, teaching, assessing”. Not only specialists in the language but also the lawyers and other professions are required to master English at B2 level at the least. Due to the most of the world’s popular literatures are in English and the language important in professional (vocational) improvement. Regardless the nature and type of the occupation, it is virtually impossible to grow professionally without knowledge of English. In view of educational reforms and high demand for English together with International practices in different spheres, the idea of introduction of education with English of medium of instruction started to seem feasible to the government. At present, educational establishments with English as a medium of instruction have become the most preferred institutions to study at. To meet the demand for the desire of people to be educated in English, the number of English institutions has been increasing from year to year. These reforms have undoubtedly been aimed at integration with the Western World and acquiring information access as well as ability to keep up with the pace of changes taking place in the world. Looking back, now it becomes clear that the Uzbek government started the process of bringing the National Language closer to English “to enter the world community” [4, p.134–141] and communicate effectively and effortlessly on an

international level [5, p.3–8] when it decided to convert the Uzbek alphabet from Cyrillic to Latin [6] in 1993. To sum up, The English language and the situation itself, in which it happens to be involved in the 21st century, are unique, indeed.

Today, English language is performing the function of this bridge among the academic and scientific researchers from all the corners of the world. The younger generation of our republic can enjoy vast opportunities with the knowledge of English. Moreover, it is the obligation of the academic communities to deliver the rich cultural and historical heritage of Uzbek people to the world by translating the literature and academic works of our national scholars and ancestors into the English language — a very effective approach to promote the country in the international arena.

Literature

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Lecture 4: Principles, methods and technologies of Foreign Language Teaching in Methods of Languages Teaching and Education Technologies

Lecture outline:

1. ***Principles of Foreign Language Teaching.***
2. ***Basic methodological concepts in Methods of Foreign Language Teaching.***
3. ***Methodological Principles***
4. ***Some ideas on methods of teaching***
5. ***Types of teaching methods***

6. Methods of foreign language teaching

7. The role of problematic situation, projecting, game and case study, group technologies, module and computer technologies in Teaching Foreign Language

1. Principles of Foreign Language Teaching

Principle is defined as a guide to action, in our case as a guide to teaching. Methods of teaching foreign language are based on the fundamental principles of pedagogy (didactics). The seven didactic principles (consciousness, activeness, visuality, consecutiveness, systematization, accessibility, and durability) are interdependent and mutually complementary. In each subject those principles are applied specifically. For instance, the principle of visuality is differently realized in the teaching of mathematics, geography and foreign languages. Different visual aids are used in teaching different subjects, and the purposes of their use vary.

Scientific approach in foreign language teaching implies careful determination of what and how to teach to achieve the aims set by the syllabus. There are 3 aims mainly; the leading role belongs to the practical aim.

One of the main methodological principles is the principle of practical or communicative approach. It means pupils should be involved in oral and written communication throughout the whole course of learning the foreign language. This principle is realized in modern teaching aids and teaching materials now in use in schools. Pupils are taught to use the target language as a means of communication for listening comprehension, speaking, and reading.

Each language activity has its own set of actions which are characteristic of this activity (Language activities). The development of each activity requires certain techniques and exercises. Hence we have the following methodological principle- the principle of a differential approach in foreign language teaching- each activity requires special attention on the part of the teacher.

The principle of accessibility. In teaching of every subject including a foreign language, the principle of accessibility is realized through conformity with the following requirements:

1. The subject-matter of the instruction must correspond to the age and mental

powers of the learners; be either too difficult, nor too easy or too childish for them.

2. Be rightly closed, i.e. be neither overabundant, nor scarce; this refers to the whole course as provided for in the program, to teach lesson, and each home - assignment; in terms of time relations this means that the rate of progress of the instruction must be neither too rapid nor too slow;
3. Be properly graded; each stage should be prepared by, and follow logically from, the preceding stages, without gaps or missing links in the previous instruction.
4. Be so presented that the pupils have to grapple only with one difficulty at a time; graduation of difficulties is also an indispensable condition of accessibility.

For example, new grammar material should be introduced on familiar lexical material lest the pupils should be confronted simultaneously with two sets of difficulties. Or in teaching the Past Indefinite tense aspect form of the verb the affirmative form must be introduced first, then the interrogative and negative.

The Principle of Durability stands somewhat apart from the other didactic principles in so far as it determines the nature not of the teaching, but of the assimilation of the instruction.

To be exact, it (durability) means the ability of a pupil to keep in his memory linguistic and language material he learns of ready access, i.e. the pupil can use units of language semantic-patterns whenever he needs them for oral or written communication. The durability is ensured : by vivid presentation of the material ,when pupils are involved in the act of presentation ,their thinking and senses are at work; by constant revision or drill pupils reproduce the material ,and review it throughout the course, their auditory, visual, kinesthetic and motor analyzers are at work;

By the use of the material on the part of the learners for communicative needs: pupils and read texts with various assignments to get information through hearing and reading, they carry on conversation within the topics and material covered;

By systematic control;

By constant supervision of pupils' habits and skills on the part of the teacher. Under these conditions pupils keep the material in their memory because it is constantly reviewed by them and revised by the teacher. Modern methodology pays much attention to this principle. The idea of intensive work of visual, auditory, and kinesthetic analyzers has been made real because of the use of various teaching aids and teaching materials.

The Principle of Conscious approach.

Consciousness as a principle of didactics, or in one of the two main senses of this word, (СОЗНАТЕЛЬНОСТЬ, СОЗНАНИЕ) is knowledge, and understanding by the learner (pupils) of what he or she is doing. Pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with "mechanical" learning through repetitive drill.

In teaching a foreign language therefore, it is reasonable to help pupils in assimilating language rules which function in this language by introducing the rules, rather than to wait until the learners deduce these rules through speech activity. V.A. Artemov a prominent psychologist, B.V. Belyaev and others whose contribution to foreign language teaching is considerable insist, on a similar conscious approach to foreign language teaching.

Only language practice supported by the theory can develop language habits and skills in a desirable direction and lead to mastering of a foreign language.

A conscious approach to foreign language teaching implies the use of the learner's native language (mother tongue). Comparison contributes to the thorough understanding of the material studied, since it causes the learner to observe and analyze the linguistic phenomena. These may be compared with other phenomena of the mother tongue, or with their counterparts in the foreign language.

When a pupil begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first. However, thanks to constant practice the

intermediate link -native language -fades, and foreign language words come into the pupils' consciousness directly in connection with the concepts they express. Mastery of the language means formulating one's thoughts within the foreign language. We should use mother tongue as a means of teaching whenever it helps pupils in acquiring knowledge necessary for developing habits and skills. In teaching and learning, the foreign language and the mother tongue are closely connected and influence each other. The pupil can transfer language skills acquired in the native language to those in the target language.

Historical on linguistic phenomena also contribute to the conscious assimilation of the language. For instance, information on the origin of the articles helps to understand their meaning, and this is true especially of the indefinite article. However, comparison with the mother tongue, and historical comments made in the mother-tongue, should not take up more than a very small part of the time allotted to the teaching of the foreign language. The pupil's mother tongue often interferes with the target language, i.e., the formation of new habits is hindered by habits already acquired. For instance, pronunciation habits in the mother tongue hinder the development of pronunciation habits in a foreign language. Habits and skills of connect speech, from grammar viewpoint, lead to constant mistakes in the foreign language as the pupils try to transfer the structure of one language to that of the other. In the studying English speaking pupils often make mistakes in word-order. We believe that the best way to overcome interference is, on the one hand, some comparison of language phenomena in both languages clearly showing the peculiarities of the foreign language its distinctive features, its characteristics, and, on the hand, constant practice in the foreign language that helps to overcome interference in developing pupils' habits and skills language it is necessary to cope with the mother tongue of pupils.

The Principle of activity(Activeness)

Activeness is largely dependent upon interest. We know that the chief psychological factor naturally conditioning interest is relatedness to self. In order to awaken or stimulate the pupils' interest in the English language the teacher will tell them at the very first lesson about the manifold possibilities that open out before each of them at the result of studying that language. The learner should feel a need to learn the subject and have necessary prerequisites created for satisfaction of this need; The main sources of activity are motivation, desire and interest in reading the original interesting and useful books written in English; corresponding with English schoolchildren; conversing with foreign guests to our republic, perhaps visiting or being sent on a mission to one of the countries of the English-speaking nations and converting with the residents in their own language. Exchange of pupils' freedom support Act, ACCELS and others. Young people in our republic want to know foreign languages to illustrate this we may refer to the entrance examinations of language departments of higher schools where the competition is great. To the growing number of people who wish to study at various foreign language courses to the desire of parents to send their children to specialized schools and etc.

The great desire to study foreign language is observed among pupil of the 5th, 6th , form. In other forms (классах) there is a tendency to the loss of interest in language learning. This shows that there is something wrong in teaching this subject. The teachers fail to sustain and develop the desire to learn which pupils have when they start the course. If the teacher wants to stimulate pupils' interest in the subject he should make them use their knowledge for practical needs while talking, reading, doing various exercises of a communicative character which are creative by nature. Consequently in teaching a foreign language it is necessary to stimulate pupils activity by involving them in the act of communication in the target language either in its oral (hearing, speaking) or written (reading , writing) form. At all stages an Activeness should be coordinated with accessibility. In our opinion from the viewpoint of activeness a lesson in a foreign language should be judged by the following criteria:

- 1) The relative extent of the use of the foreign and the native language:
 - a) by the teacher and b) by the pupils;
- 2) The relative duration of the part of the lesson taken up by speech in the foreign language by the pupils;
- 3) The relation between speech by the teacher and by the pupils;
- 4) The readiness and the quality of the pupils' answers to the teacher's questions;
- 5) The use by the pupils of their power of guessing;
- 6) The number and the contents of the questions asked by the pupils
 1. Of the teacher and b) of their comrades.
- 7) Correction by the pupils and
 - a) Their own and b) of their comrades mistakes.

The principle of visuality in foreign language teaching is consistent with the psychological principle of associative memorization and with Pavlov's theory of the two signaling systems: A wide use of visuality in the teaching all the subjects is also as main requirement of didactics. Since the gaining of knowledge begins either with sense perception or with what has been formerly perceived that is with previous experience. In foreign language teaching the realization of the principle of visuality primarily finds expression in the direct or visual modes of semantizing, or explaining meanings i.e. the demonstration and naming by the teacher of objects, pictures and actions, wherefore the learners infer the meanings of the words and expressions used. The use of visual aids develops the pupils' habits of speech enhances the emotional influence of visual impressions causing the desire to speak. Visualization allows the teacher to create natural conditions for pupils' oral practice and "free conversation". И.Е. Аничков, В.Н. Снакянц: Visuality as applied in foreign language teaching of two kinds: Material (предметная нач-ть), consisting in the demonstration of objects and actions, and graphic (изобразительная нач-нь), consisting in the use of pictures, tables, and diagrams.

B.V Belyaev suggests the following classification for visualization (see p 57- Y.V.Rogova). In this connection V.A. Artemov writes (Для классификации

существующих и вновь возникающих видов нач-ти при обучении иностранным языкам существенны следующие различающие их признаки:

- объектная - образная
- предметная изобразительная
- педцевитная-мнемическая
- реальная- схематическая
- однорецепторная -многорецепторная
- бчистая (синтетическая) - опосредованная (аналитическая)
- комплексно языковая -аспектно языковая
- театрализовано поступочная - кино поступочная)

The use of visualization makes foreign language lessons emotionally colored, gets the pupils interested and awakens their thought. All these provide favorable conditions for the realization of the principle of conscious and active teaching and create natural situations for the use of language as a means of communication.

The principle of individualization in foreign language teaching is of great importance since this subject is an essential one in the curriculum in out schools therefore each pupil should habits and skills the syllabys sets. However some individuals in a class learn more rapidly than others. The teacher should access the progress of each individual in the class and find the way hoe to manage the classroom activity so that the slowest learners are not depressed by being left behind and the fastest and most able learners are not frustrated by being held back. Individualization in foreign language teaching is achieved:

- 1) through the use of so-called “individual cards”(раздаточный материал)
- 2) through the use of the programmed materials when each pupil can work at his own place;
- 3) By special selection of exercises for each group of pupils in the class: bright average and dull; the former can do more difficult exercises than the latter; by the use of additional material, for example: for reading for bright pupils. by arranging pupils communication in the target language so that each pupil can do his best as a

participant of the work done in the classroom.

In conclusion it should be said that to apply the principle of individual approach in foreign language teaching the teacher should be familiar with the class, with its individuals.

The foreign language syllabus is the main document which lays down and the content of teaching foreign languages in schools.

2. Basic methodological concepts in Methods of Foreign Language Teaching.

3. Methodological Principles.

4. Some ideas on methods of teaching foreign language.

It is worthwhile discussing briefly the difference between three words which are often used when talking about teaching foreign languages: techniques, methods and approaches.

When we use the word approach we mean that an idea or theory is being applied: that whatever the teacher does certain theoretical principles are always born in mind. When we talk about a technique we mean a procedure used in the classroom. Finally a method is a set of procedures or a collection of a techniques used in a systematic way which it is hoped will result in efficient learning.

A technique then is the narrowest term, meaning one single procedure. A method will consist of a number of techniques, probably arranged in a specific order. The word approach is much more general and has the implication that whatever method or techniques the teacher uses, he does not feel bound by these, but only by the theory in which he believes. If he can find new and better methods or techniques which will fit in with his approach, then he will adopt these.

We therefore have a hierarchical system:

Approach		
Method 1	Method 2	etc
Technique A	Technique 2	etc.

It follows from this that different approaches may share the same techniques and even the same methods; and different methods may share the same techniques. We have already introduced the scheme of behaviorist learning theory. In this case it makes sense to talk about “the behaviorist approach” but “the audio - lingual method”. We can also talk about different drilling “techniques”.

A final word of warning Approach has been introduced: later we will introduce the mentalist approach and the communicative approach. However approach is often used informally to mean something closer to method. We might say for example that a teacher should “vary his approach when teaching different types of class”. This does not mean that the teacher should change his theoretical beliefs for each type of class! Some techniques have developed independently, but many of the important ones have arisen from particular methods. Success in teaching a foreign language and in learning this subject depends greatly on the interrelation of aims, content and principles which determine the strategy of this bilateral process. Indeed aims settle the content of teaching; methodological principles decide the methods and techniques of the teaching learning process.

Methods of teaching include those things that are done to stimulate learning. Method may be defined as a way of governing or guiding the learning. In teaching learning process method may be conceded as a structural - functional component of Teacher- Learner activity. Teacher and learner are interrelated. This interrelation is carried out through methods. The main function of the teacher is to help pupils to learn namely:

- 1) The teacher organizes their learning.
- 2) he instructs and educates pupils.
- 3) He provides the evaluation and checking of pupils' learning.

The main function of a learner lies in the very process of language learning:

- 1) The acquisition of knowledge about a linguistic or language item the pupil is to learn.
- 2) drill and transformation or the process of manipulating knowledge to make it fit new tasks, new situations to form habits.

3) Making use of what he learns in the act of communication developing language skills.

One more important task should be emphasized in teaching-learning process, i.e. evaluation, checking whether the way the pupil learns the adequate to the task. When the pupil uses the material learnt in the act of communication in hearing, speaking, or reading the teacher checks the pupils' ability to communicate in the target language. New knowledge is acquired by illustration and object teaching by pictures and maps, by explanation and by stimulation of the thought on the part of the teacher of those teaching materials which are used for the purpose.

Each method is realized in techniques. We mean an individual way of doing something in gaining a certain goal in teaching -learning process. For Example, while organizing pupils' acquisition of a new should the teacher can use either demonstration of the pronunciation of the sound ,or an explanation of how the sound should be pronounced in the target language or he uses both demonstration and explanation to help pupils to grasp this sound and produce it correctly as an isolated element, then in a word in which it occurs and in various sentences with the word.

The choice of techniques is of great importance for effective teaching, since the techniques the teacher uses may produce poor or good effect on pupils learning.

E.g. Only imitation

The choice of techniques for each method depends mainly on the methodological principles the teacher observes. In the example the teacher violates the principle of conscious approach in teaching reading.

When organizing pupils' acquisition of a new material the teacher thinks of the techniques which are more suitable for his pupils, he takes into consideration pupils' age, their progress in language learning, their intellectual development, and the conditions under which pupils learn. It is very important that the techniques used by the teacher should put the pupils in such a position that he is faced with the necessity to solve problems that require thinking and not only merely

memorizing. The pupil would not only reproduce the speech unit, but would himself be able to build sentences, for example, be able to say: we are going to go on a Nike next Sunday. Give me a pen.

It may be concluded that methods indicate an activity that is organized by the teacher and carried out by the pupil in the process of learning a foreign language. Methods possess a universal character and may be found in any system of teaching ways and techniques are the precise content of actions which differ considerably from each other depending on the principles that are accepted in the teaching of a given subject in schools. Consequently, the choice of techniques is determined by the methodological principles which govern the teaching of foreign languages in schools.

a. Types of teaching methods in Foreign Language Teaching

The Grammar Translation Method.

The grammar translation method looks upon language learning as an intellectual activity. Until twenty-thirty years ago, this method was commonly used in Europe to teach Latin in schools. For a long time, it was uncritically assumed that this was the only way languages should be taught. It was transferred to the teaching of modern languages when they were introduced into schools, first as an optional and then as a compulsory subject. In a typical Grammar Translation class, the main focus is on reading and writing, with little attention being given to speaking or listening. The method consisted of giving the pupils grammatical rules and paradigms. Paradigms are lists of forms arranged according to a grammatical pattern.

For example: Simple Present Indicative Active Tense of the verb "to go".

	Singular	Plural
First person	I go	We go
Second person	You go	You go
Third person	He She goes It -	They go

The central text for each lesson is literary. Passages are selected from authors such as M. Twain, Ch. Dickens or modern writers. These passages are read and then comprehension questions are asked and answered, first orally, then in writing. Grammar is taught deductively, through presentation and study of the rules, followed by practise through translations and exercises.

Students were also given lists of vocabulary together with their translation equivalents in their mother tongue. And they were given grammatical rules such as the rule for the use of some and any together with any exceptions to these rules. First students had to memorize all these "facts" about the language and they were often tested on their knowledge by being asked to recite the paradigms or give the translation of words. Or they were asked to "parse" words. E.g. "He goes" is the third person singular of the simple present indicative active tense of the verb "to go". Next the students were made to put their knowledge to use by translating sentences or texts from mother tongue to foreign language or vice-versa. So memorization particularly may be considered a valued teaching tool, especially in societies where oral traditions are strong, or where periods of study in Koranic or Buddhist schools are the norm.

In teaching a foreign language by means of the grammar-translation method attention was paid to the assimilation of grammar rules of the foreign language that pupils studied. The vocabulary was "turned up" to grammar. Translation was extensively utilized both as a means of explanation of new words, grammar

forms, and structures, and as a means of mastering the foreign language, all exercises for assimilating the language material being limited to translation from the mother tongue into the foreign language and from the foreign language into the mother tongue.

The distinguishing features of the grammar-translation method are: 1) insistence upon grammatical analysis and 2) the assumption that grammatical categories can be defined in general terms with reference to meaning, the grammatical categories being the common denominator of all languages. According to this method the best way to say a sentence in a foreign language is to start with a sentence in the mother tongue, analyze it grammatically into such components as subject, i.e. one who performs the action, predicative, that which denotes the action, object, that which receives the action, etc. If necessary pupils go on with the analysis, for example, they name tense, mood, etc. Then the pupils is told to find the corresponding forms in the foreign language.

Summary:

The Grammar Translation Method:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercised in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

There were many serious disadvantages of the grammar-translation method. Here are some obvious ones:

1) The grammatical analysis was very neat and satisfactory for the grammarians who had devised it, but it often made facts about the language very confusing to the students.

2) The method put a tremendous strain on students' memories.

3) Word-to-word translations were often unsatisfactory.

4) The students had to learn a lot of grammatical terms (noun, tense, indicative, etc). In fact, they had to learn a new language, talking about language.

The grammar-translation method in its orthodox form was practised in schools in the XVIII-th and XIX-th centuries. The development of pedagogies, psychology and linguistics brought changes in the grammar-translation method. It was greatly modified at the end of the XIX-th century and in the XX-th century, and, first of all, these modifications dealt with the approach to the relationship of "two grammars". Instead of forcing the target language into the mold of the learner's native language, the "grammars" are compared with the result of better comprehension and retention in all points of difference and interference. The grammar-translation method is often mentioned even nowadays when one wants to emphasize a traditional approach to foreign language teaching.

The Direct Method

It has often been pointed out that the direct method was developed as a reaction to the grammar-translation method. This is true, but in fact people have been learning languages by this method at least as early as Roman times, when young men were provided with Greek, the cultural language of Europe in those days and an essential part of one's education. The educationalists attempted to build a language learning methodology around their observations of child language learning. They argued that a foreign language could be taught without translation or use of the learner's native tongue. The Direct Method therefore insists on thinking and communicating directly in the target language and does not allow translation. The Berlitz School of Languages is the best known proponent of this method. The appearance of this method was brought about by the rapid

development of various branches of industry and the tremendous development of international trade and colonial expansion required plenty of officials who had a practical mastery of the language, people who could speak and write a foreign language and be able to communicate with foreigners. Therefore practical mastery of a foreign language becomes the main purpose of teaching this subject at school. The rapid development of pedagogies, psychology, namely, a perceptive psychology, and linguistics promoted the appearance of new methods.

Distinguishing Features: The four language skills are taught from the beginning, but a special emphasis is placed on speaking. Classes often start with the reading aloud of a specially graded text which introduces the lesson's vocabulary and grammatical structure. Practice follows with exercises such as guided conversation, where the teacher asks questions on the text and the students answer using full sentences. Students will then ask each other similar questions. Other practice exercises include filling-in-the blanks, dictation, controlled composition or listening comprehension exercises. Grammar is taught inductively, that is to say, language patterns are presented and practiced, but the rules are not explicitly given. The Direct Method teacher uses mime, demonstrations, relia, and visual aids to help students understand grammar and vocabulary.

1) The practical direction in the teaching of foreign languages which is understood as teaching language skills and speaking in particular, therefore spoken language becomes the basis of teaching;

2) the ignoring of the existence of the mother tongue as it is assumed that learning the mother tongue and learning a foreign language are similar processes, merely undertaken at different ages;

3) Restricted application or very often complete elimination of translation as a means of teaching a language which plays a leading part in the grammar-translation method;

4) the inductive approach to teaching grammar, i.e., the learner may discover the rules of grammar for himself after he has become acquainted with many

examples (in the grammar-translation the rule is first stated, and then sentences embodying the rule are studied; later the rule is put into practice by writing new sentences, generally by translating sentences from the mother tongue into the foreign language);

5) Great care in teaching pronunciation throughout the course and especially the first weeks and months. Correct pronunciation must be constantly practiced since comprehension and speaking is possible if the learner has adequate pronunciation in the target language;

6) Great attention to the subjects of the texts, especially a topical arrangement of the material with the purpose of ensuring speech development.

The method is called direct because in teaching a foreign language an attempt is made to establish a direct connection between a foreign word and the thing or notion it denotes without the aid of the native language.

The "No Translation" rule can become an issue. Teachers complain that it is sometimes time consuming to mime vocabulary, when a simple translation would do. And some words are difficult to mime. Students become frustrated when some members of the class do not understand the teacher's explanations and when the whole class is held up until the meaning becomes clear to all..

While monitoring carefully the amount of your students' native language you use in class, you should use your common sense in this question of translation. If you judge that your students are not getting the point, or the meaning of a particular word, if you think that your lesson straying from its objectives, and if you know the word in your students' language, then give a translation and get on with your lesson.

Many of the textbooks based on the Direct Method, most of which are by now quite dated, were written for Western school children. This can be problematic since the method is heavily dependent on the text and the texts are not guaranteed to be culturally accessible. A textbook used in Francophone Africa describes children having cornflakes for breakfast, putting on their Wellington boots because it is raining, and catching a double-decker bus to go to school. It is

not difficult to transfer this lesson into a cultural context that your students will understand, but it is an additional barrier for your students to overcome. And your role in this process will be to provide the necessary cultural translation.

Summary

1. Lessons begin with a brief anecdote or dialogue in the target language, and in modern conversational style.
2. The material is first presented orally with actions or pictures.
3. The mother tongue is never, never used.(i.e., there is no translation).
4. The preferred type of exercise is a series of questions in the target language based on the anecdote or dialogue, and answered in the target language.
5. Grammar is taught inductively: rule generalization comes only after experience.
6. Verbs are used first and systematically conjugated much later.
7. Advanced students read literature for comprehension and pleasure; literary texts are not analyzed grammatically.
8. The culture association with the target language is also taught inductively.

At the end of the XIX-th and in the beginning of the XX-th century there appeared several varieties of the direct method which differed only in some details.

The most orthodox advocates of the *Direct Method* were F. Gorin, M.Berlitz, M.Walter, and B.Eggert. The teachers, who accepted the method, involve the pupil from the first step of learning a new language in conversation and supply meaning by referring directly to objects and picture charts; they act out the meaning of sentences in order to make themselves understood.

The direct method found ready supporters. At stimulated enormously the pupils' curiosity to learn and make progress. But there were too many difficulties in the use of the method, the main of them being the following:

1. No scientific principles were applied to selection of study material and vocabulary in particular. The only principle applied was the topical one, the

material was arranged in topics. As a result of such arrangement of vocabulary, the pupil had to assimilate a great number of words. For example, in textbooks compiled according to F. Gouin's system the vocabulary listed 8.000 words.

2. School conditions did not favour the development of pupils speech habits (too few periods a week, overcrowded classes, lack of visual materials, etc.).
3. In the hands of un experienced and ill-equipped teachers the direct method did not work and the teachers had to return to the old grammar- translation method.

However during the period between the two wars it became possible to revive the main principles of the direct method;

a) by careful experimentation; b) by taking note of the new developments in the field of linguistics (Ferdinand de Saussure) and psychology (Thorndike); c) by insisting that clear statements be made as to the aims and objectives of teaching.

b) This was done by Henry Palmer and M. West, prominent English methodologists.

The main points in *Palmer's method* are:

1. In learning a foreign language, the pupil must tread the path he has followed in acquiring the mother tongue, i.e. starting with oral language.

2. The teaching of a foreign language must be based upon carefully selected material. H.Palmer was one of the first methodologists who tried to work out the principles of vocabulary selection on a scientific basis. A Special Research Institute was established in Tokyo and H. Palmer headed this Institute. The results of the work were 3000 word minimum vocabulary list.

3. Great attention should be given to the rationalization of a study material to make the assimilation of a foreign language easier.

Henry Palmer compiles a series of study guides for teaching oral language:

1) English through Actions.

1) 100 Substitution Tables- in which typical English sentences (sentence patterns) are arranged in tables for pupils to make up their own sentences.

2) Systematic Exercises in English Pronunciation. In this book a graded system of exercises in pronunciation is presented.

3) Standard English Reader contains easy material which gradually becomes more complicated and interesting to read.

4) English Through Questions and Answers is attached to these readers.

Later on the books "Graded Exercises in English Composition" are added. These books contain various grammar and vocabulary exercises on each text of the Standard Readers.

Palmer distinguishes four stages in teaching and learning a foreign language: elementary, intermediate, advanced, and subsequent life, as Henry Palmer says: "Learning a language has a beginning, but no end". H. Palmer gives much attention to methods of teaching in the first two stages. H esays: "Take care of the initial stage and the rest will take care of themselves". Since, in his opinion , its necessary to begin by teaching oral language, he works out most carefully the methods and techniques of teaching this aspect of speech activity.

In contrast to H. Palmer, *M. West* proposes to begin by teaching to read. In support of such a sequence in foreign languages teaching: from reading ~ reception, to speaking ~ reproduction, M. West advances the following arguments:

M. West compiled a series of teaching materials for teaching reading: ten readers, supplementary readers, exercise books, and blank companions.

He has developed methods of teaching oral language and compiled special teaching materials for the purpose.

We greatly appreciate H. Palmer and M. West for their contribution to Methods. These English methodologists have enriched the technology of foreign language teaching:

1. They have raised the problem of careful selection of language material, worked out criteria of selection, and selected the material.

2. They have raised the problem of the necessity for rationalizing teaching materials and worked out systems of foreign language teaching:

H. Palmer-speaking, M. West-both reading and speaking.

3. They have compiled series of guide books: H. Palmer for teaching speaking; M. West for teaching reading and speaking.

4. They have introduced a lot of new and effective exercises:

H. Palmer for the development of speaking skills, M. West for the development of reading skills and comprehension of a foreign text as well as for the development of speaking.

Total Physical Response (TPR)

Total physical response, or TPR, emphasizes aural comprehension. For example, students are trained to respond to simple commands: stand up, sit down, close the door, open your book, etc. This first step can later be expanded to storytelling, where students act out actions described in an oral narrative, thus demonstrating their comprehension of the language.

The quintessential TPR activity still used in modern foreign language classrooms today is Simon Says.

The communicative approach is the most widely used and most widely accepted approach to classroom-based foreign language teaching today, and in many ways, is a culmination of those approaches and methodologies that appeared before. It emphasizes the learner's ability to communicate various functions, such as asking and answering questions, making requests, describing, narrating and comparing. Task assignment and problem solving—two key components of critical thinking—are the means through which the communicative approach operates.

Unlike the direct method, grammar is not taught in isolation. Learning happens in context; detailed error correction is de-emphasized in favor of the theory that students will naturally develop accurate speech through frequent use. Students develop fluency through communicating in the language rather than by analyzing it.

A communicative classroom includes activities through which students are able to work out a problem or situation through narration or negotiation, and thus establish **communicative competence**.

Thus some activities might include composing a dialogue in which the participants negotiate when and where they are going to eat dinner, creating a story based on a series of pictures or comparing similarities and differences between two pictures.

Task-based Learning.

Task-based learning, a refinement of the communicative approach, focuses on the completion of specific tasks through which language is taught and learned. Language learners use the language that they know to complete a variety of assignments, acquiring new structures, forms and vocabulary as necessary.

Little error correction is provided. In this type of learning environment, three- to four-week segments are devoted to a specific topic: ecology, security, medicine, religion, youth culture, etc. Students learn about a specific topic, step-by-step, using a variety of resources, with each unit culminating in a final project such as a written report or presentation.

Activities are similar to those found in a communicative classroom, but they are always based around a single, specific theme.

Other Methods

Computer Assisted Language Learning (CALL) — There are a number of commercial products (Pimsleur, Rosetta Stone, the Michael Thomas Method) and online products (Duolingo, Babbel) which are generally used by independent language learners. These fall under the CALL method, though some—with careful preparation—have been used in tandem with traditional classroom instruction.

Reading Method — Sometimes graduate students or researchers will only need to learn how to read scholarly articles in a language, so they learn through the Reading Method, where enough grammar is taught to make it through a standard article in their field. Students do not work on speaking or listening comprehension; rather, they concentrate on building up a large reservoir of specialized vocabulary.

There are also a number of lesser-used and lesser-accepted methodologies, including:

- **Suggestopedia**, where the learning environment is made as relaxed as possible so students' brain are able to soak up language.
- **Community Language Learning**, where the instructor serves as a counselor rather than as an instructor.

- **Language analysis/awareness**, a retrograde approach that concentrates on analyzing language data sets instead of actively using language in the classroom.

1.7. The role problem solving, project-based learning, game and case study, group technologies, module and computer technologies and other methods in Teaching Foreign Language

"Problem solving" is a method of analyzing the causes and effects of problem situations in the students, as well as developing their skills in solving their problems.

The complexity of the problem chosen for the method of "problem situation" should correspond to the level of knowledge of the trainees. They should be able to solve the problem, otherwise the lack of solution will lead to the loss of students' interest and loss of confidence in themselves. When using the "problematic situation" approach, trainees will be able to analyze independent thinking, analyze the causes and consequences of the problem, and find solutions.

Stages of "problem solving":

1. The trainer chooses a problematic situation on the subject, and identifies goals and objectives. The tutor explains the problem to educators.
2. Educators provide acquaintance with the objectives, tasks and conditions of the assignment.
3. Training providers are divided into small groups.
4. Small groups learn a problem situation. Identifies the causes of the problem and presents each group. After all the presentation, the same thoughts are summed up.
5. At this stage, they will be able to present their views on the consequences of the problem. After the presentation, the same thoughts are summed up.
6. They discuss and analyze various capacities for problem solving. They develop ways to solve the problem.
7. Small groups present a solution to the problem situation and offer their own options.

8. After all the presentation, the same solutions are combined. Together with the trainer, the group chooses the best options for addressing a problematic situation.

Project-based method. The Importance of Development Technology.

Development is one of the most important conditions for organizing and promoting successful learning. Projects are different and differ in their orientation. The projects include analytical activities, which are supplemented by a pedagogue and end with diagnosis: creative activities such as predicting and designing.

Designing an educational process is a form of professional activity of a teacher and is characterized by a combination of methods and tools that provide the technological structure of the teacher's educational process and its outcomes. [13] The development of the project is a project of the educational process. Teaching Process Design Rules.

- The effectiveness of the teaching process design is based on the objective coverage of all components, ie, technological management, media, information, and socio-psychological environment;
- Technological means of teaching are selected based on individual characteristics of learners;
- Development strategies are chosen according to the individual approach of the teacher;
- The quality of the development depends on a reverse link between the teacher and the student, the content of the project , and the effectiveness of all factors.

The name of this method is derived from English **case-study** . "**Case**" - a box, a box, a case or a skin, a "**study**" - means learning, researching, studying, studying, learning, learning. According to the English **case "case - true life"** , which means " keys - real life, " **the key is a part of** real life. Therefore, this method is also called "**the method of teaching practical situations**" .

The Keys-Stadium method is a separate key that summarizes the work plan, the details of its implementation, results, and outcomes for each issue or topic being studied. This method is intended for the use of life situations in the learning process. This is one of the current issues in the education sector. The ability to solve this problem indicates the importance of this method.

That's why in Western countries, the keythey method is 25% of the curriculum. In this regard, let us briefly dwell on the importance of using a vital situation in educational institutions.

The Priority of Using a Living Situation in Educational Process:

Using keystore learning methods in different situations - learning processes that require learning from common occasions or learning to find suitable solutions to problem-related issues based on artificially created situations occurs.

This methodology provides the trainees with an opportunity to diagnose their situation, to present their hypotheses, identify problems, to gather additional information, clarify the hypothesis and solve problems and model their concrete work on design.

Using keyphrases for specific situations correlates the learning process with real life. In the case of Keys, trainees create a learning process. The mutual exchange of views in the process is the result of their real exchange of views. Keys gives learners the freedom to analyze, look for, and solve the problem.

Definition of some key concepts related to Key Study teaching method:

The meaning of the concept of "keys" and "keys-study" is multidimensional and, accordingly, many varieties have been defined in order to fully reflect their basic characteristics.

Keys –

1) a description of the situation in which trainees fulfill vital tasks for a specific purpose, and a set of materials that enable them to understand and evaluate and search for a viable solution to address the problem;

- 2) a set of topics, problem solving and additional information, audio, video, electronic carriers, teaching materials;
- 3) The work done to solve the problem does not produce results.

Keys Study –

1) a method of learning based on a problem-solving analysis of a specific real or artificially created situation, which aims to educate learners by identifying the problem they are investigating and looking for options for a solution.

2) to provide a guaranteed access to the predetermined (forecasted) learning outcomes in the implementation of the educational objective of teaching education, information and communication, It is a teaching technology that combines optimal methods and set of tools that can be adapted.

The situation (Latin situation - situation) is the sum of certain conditions, circumstances and circumstances creating the situation. The situation described here is an ideal idea of the real or artificial phenomena institutionalized in the institutional system (hereinafter, the enterprise) at the discrete (at the same time) reproduction of typical problems in organizational life.

A *problem solving* is the situation in which the situation threatens to attain the present or future goals of the subject.

The history of the Key Study Method. Keys-stady was originally used in law in foreign education as a method of teaching and analyzing practical situations: it was first used in Harvard Law School in 1870. In 1920, when the Harvard Business School (HBS) teachers relied on the experience of teaching lawyers, the methodology was widely practiced in 1920, after selecting and analyzing specific situations in economic practice.

From that moment on, the HBS has accumulated a rich set of keystrokes and has led this method to the level of independent constuction of education. For this reason, the key-stady method is often referred to as the Harvard method. In essence, the Harvard method is an intensive training of practitioners to solve practical situations using video materials, computer and software.

There are two schools at Keys Study - Harvard (United States) and Manchester (Europe). Within the Harvard School, this method is the only way to teach you how to look for the right solution, and the second one (Manchester) offers many options for solving a problem-solving problem. The American Keys contain dozens of pages and many drawings. The size of the European keys is considerably smaller.

In business schools abroad, an average of 25% to 90% of the time spent studying the ordinary situations is allocated. For example, 25% of study time at the University of Chicago Business School accounts for the Keys, 30% in Colombian University, and 40% in Uorton. Harvard is the "**first inventor**" of the number of hours allocated for this method. A typical listener reviews up to 700 keys during the GBM and uses up to 90% of the time spent on it.

At the same time, it should be clarified that the percentage of keys in schools that are specialized in financial sciences is relatively small compared to those in primary schools - such as management, marketing, information technology, personnel management, and so on.

In our country, keystores in the field of education are mainly used in the system of retraining and advanced training of specialists. In recent years, it has been observed that teachers are increasingly interested in the development and implementation of keystrokes in higher education institutions.

Factors that determine the relevance of the widespread implementation of the Key Stage method. The urgency and need for a broader application of keystudying to the economic practice of economic higher education is linked to the following factors:

First of all, the general direction of economic education in the country is not only to educate the students in the concrete knowledge, but also to train listeners to think and apply their theoretical knowledge in practice, but also to the development of the ability to perceive a wide range of issues related to various aspects of entrepreneurship, management and economy research. "If you put a fish into the hands of a man, it will be snowing one day, and if you teach a person to

fish, he will not know about hunger all his life" - this is the wisdom of Chinese connoisseurs. If you do not have the skills or capabilities to take management decisions while in the classroom, then you can not become a good manager.

In developing their own governance policies for future professional activities, trainees need to analyze various situations that occur in the enterprise and in the economy as well as acquire skills, skills to analyze, and develop specific features of the manager.

"It is possible to consult, but it is impossible to teach this advice". There is no single, universal method or method that lets you become a successful economist, financier, or manager when you study.

Developing the key development of the keys, the analysis of the problematic situations presented in the key, the ability to search individually and collectively the ways of their optimal solution, formation of the functional competence of the future specialist designing their own management and organizational technologies in professional activities, and the methods of building professional logic, as well as the ways of solving their professional tasks independently and mobile.

Secondly, there is a need for specialists who have the ability to effectively market the market economy in a systematic manner and to act wisely. The key is a description of the various situations in life, and it is important to consider the consequences of such actions, or to evaluate the effectiveness of the participants' actions or to propose ways to solve the problem. But in any case, working on a model of action is an effective tool for trained and trained professionals - the professional skills required by the future labor market.

Key study are characterized by the following:

1. The existence of an institutionalized system model that is presented in the form of a situation that rebuilds the real state of certain discrete-time jobs by key parameters.
2. Problems with the given situation.

3. The absence of a complete picture of the situation and, as a consequence, the existence of uncertainty in which it requires independent solutions.
4. Each solution participant has his or her own choice, based on his knowledge, experience and intuition, as solutions have many alternatives.
5. The optimal solution of the problem can be solved individually and then generated and publicly accessible (including individually handwritten work with keystroke and results individually).
6. The only goal in problem solving and problem solving.
7. Group Activity Evaluation System.
8. Existence of emotional stresses in the learners.
9. The instructor and the listener are both responsible and free at the same time:
10. The teacher is responsible for the preparation and maintenance of the keys, as well as its efficient use.
11. She is responsible for training and maintaining key responsibilities effectively but at the same time, she is free to work out solutions and conclusions as a result of an analysis of a problematic situation.
12. The listener may make mistakes in analyzing and solving a problem situation, but should feel responsible for an incorrect solution in real life.

Modeling method of linear lines

The essence of modular technology is to modulate the educational process by modular design, and to regulate the content of the subject and its parts. It is a logical breakdown of professional activities that begin at a certain stage of education. Each module then assigns the functionality and effectiveness of the module to the module itself. The module is implemented step-by-step to achieve the goal of modular technology. Any action taken in this process, is considered as element of the element. The curriculum also includes the following:

Theoretical and practical information related to the teaching of concrete elements of the activity, information about the activities that are required for education, goals, identification or motivation of trainees, educational materials,

such as the learning environment , the necessary conditions for students to reach the desired results, tests, goals and so on.

Problem-oriented teaching technology (Choshanov MA)

Modular education was originally used in higher education institutions and advanced training systems in the United States, Germany, and the UK, and caused great shocks.

However, despite modest education, modular education is still in controversy and controversy over both the content and the "youth" (which emerged in the 1960's). a number of foreign authors (V. Goldshmidt, M. Goldshmidt, and others) recognize the modulus as the formation of a comprehensive educational activity that helps to achieve a specific goal. The essence of the module's essay is that it's a different idea of building autonomous components.

Structural flexibility is provided by a variety of situations: the problem-solving module structure, the problem-oriented software platform, the flexible scheduling project, and the availability of equipment for multi-purpose training rooms.

Significant flexibility is primarily due to the differentiation and integration of educational content. This opportunity comes from the fact that the proposed technology is based on a block and modular principle. *Technological* flexibility is ensured by the problem of the problem-modular learning process: the choice of teaching methods, the flexibility of the control and evaluation system , the individual organization of student learning and so on.

Generally speaking, computers can be classified into three generations. Each generation lasted for a certain period of time, and each gave us either a new and improved computer or an improvement to the existing computer.

First generation: 1937 – 1946 - In 1937 the first electronic digital computer was built by Dr. John V. Atanasoff and Clifford Berry. It was called the Atanasoff-Berry Computer (ABC). In 1943 an electronic computer name the Colossus was built for the military. Other developments continued until in 1946 the first general-purpose digital computer, the Electronic Numerical Integrator and Computer

(ENIAC) was built. It is said that this computer weighed 30 tons, and had 18,000 vacuum tubes which was used for processing. When this computer was turned on for the first time lights dim in sections of Philadelphia. Computers of this generation could only perform single task, and they had no operating system.

Second generation: 1947 – 1962 - This generation of computers used transistors instead of vacuum tubes which were more reliable. In 1951 the first computer for commercial use was introduced to the public; the Universal Automatic Computer (UNIVAC 1). In 1953 the International Business Machine (IBM) 650 and 700 series computers made their mark in the computer world. During this generation of computers over 100 computer programming languages were developed, computers had memory and operating systems. Storage media such as tape and disk were in use also were printers for output.

Third generation: 1963 - present - The invention of integrated circuit brought us the third generation of computers. With this invention computers became smaller, more powerful more reliable and they are able to run many different programs at the same time. In 1980 Microsoft Disk Operating System (MS-Dos) was born and in 1981 IBM introduced the personal computer (PC) for home and office use. Three years later Apple gave us the Macintosh computer with its icon driven interface and the 90s gave us Windows operating system.

As a result of the various improvements to the development of the computer we have seen the computer being used in all areas of life. It is a very useful tool that will continue to experience new development as time passes.

The rapid spread of computers has been spurred by intensive development in the field of computer technology. Now the computers have become much more powerful, yet smaller in size, more adaptable, more flexible, and easier to use. In addition, they are much more inexpensive than those of the last ten years. ‘Computer literacy’ becomes a big issue which is the knowledge about computers and computing when schools and governments have devoted resources to it.

The advantage of using computer in language teaching and learning In the introduction of their book

CALL, Hardisty and Windeatt (1989) comment that, compared with the language laboratory, it has taken for less time for language teachers to perceive what the computer has to offer to language learning. "It took the profession fifteen or more years to find effective ways of utilizing language laboratories. ... It has taken CALL a considerably shorter time to move from its crude beginnings ... to a stage where the use of computers is both innovative and truly appropriate." (1989,p.3) This statement reflects the experience in learning foreign language when using the information technology.

1.The inherent nature of the computer.

The computer can handle a much wider range of activities, and much more powerfully, than other technological aids. It offers a two-way learning session with the student. It is much more than a mere programmed textbook, whose powers of interaction are virtually limited to an ability to reveal the correct answer: the computer can 'assess' the student's response. It can also display messages, take the student through subsequent attempts at a question, and even take the student to a different section of package, depending in the nature of the response. Most of all, the computer can complete all of these action very quickly and is always unfailingly accurate and precise.

The benefit of the teacher.

As for the benefit of the teacher, the computer presents several aspects of particular promise. Prominent among these is its versatility in handling different kinds of material. For example, the simplest is the one-way presentation of information, in term of text, graphics, audio and video. Also, the computer can handle question-and- answer routines, simulated 'dialogues', hypothesis testing, and many other types of exercises. When the student has completed the session, the computer can record results, errors, success rates, the time spent, and much more information for the teacher to review at a later time. Unlike a textbook lesson, which the teacher cannot change, and to which at best some subsidiary materials can be added, the computer exercise can be easily modified.

The benefit of the learner

The computer also offers many advantages for the

student. 'Access' is one of the benefits. The computer offers the student the choice of when to study particular topics and how long to spend on them. The flexibility makes many educational courses accessible to students who would otherwise have no chance to take them.

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Lecture 5: Teaching aids and teaching materials of Foreign Languages Teaching and Education Technologies

Lecture outline:

1. *Teaching aids: non-mechanical aids, mechanical aids*
2. *Teaching materials:*
 - a) *A teaching book*
 - b) *Pupil's*
 - c) *Programmed materials*
 - d) *Visual materials*
 - e) *Audio materials*
 - f) *Audio-visual materials*
3. *The qualities of teaching materials*

4. *Implementing Teaching Aids and materials into school life*

1. Teaching Aids and teaching Materials

To achieve effective classroom learning under the conditions of compulsory secondary education, the teacher must use all the accessories he has at his disposal in order to arouse the interest of his pupils and retain it throughout the lesson which is possible only if the pupils are actively involved in the very process of classroom learning.

To teach a foreign language effectively the teacher needs teaching aids and teaching materials. During the last few years important developments have taken place in this field. As a result there is a great variety of teaching aids and teaching materials at the teacher's disposal.

Teaching aids.

By teaching aids we mean various devices which can help the foreign language teacher in presenting linguistic material to his/her pupils and fixing it in their memory, in testing pupils' knowledge of words, phrases and grammar items, their habits and skills in using them. Teaching aids which are at teachers' disposal contemporary schools may be grouped into:

- a) Non-mechanical aids
- b) Mechanical aids

Non-mechanical aids are: a blackboard is perhaps the most useful of visual aids and the majority of teachers would feel hammered in a classroom which did not have one. It is the oldest aid in classroom; the teacher turns to the blackboard whenever he needs to write something while explaining some new linguistic material to his pupils, correcting pupils' mistakes, or arranging the class to work at some words and sentence patterns, etc.; the blackboard can also be used for quick drawing to supply pupils with "objects" to speak about; Unfortunately many teachers do not make full use of the blackboard or they use it badly. Some hints:

- 1) Turn to the students as you are writing and turn round frequently to face them.
- 2) ask them what they think this word picture is going to be

- 3) Get them to read things as you write them
- 4) Ask them to spell the difficult words for you

When writing try standing on the right of the board as the students see it. rd drawing, saying that they can't draw, often without ever having tried. However, simple stick figures are not beyond even the most hopeless artist, and with a little practice every teacher can learn enough to draw simple pictures for drills or picture compositions. The blackboard is probably the most useful visual aid available to use, but our lessons can be enlivened enormously if we have other aids at our disposal. A flannel board (a board covered with flannel or other soft fabric for sticking pictures on its surface). It is used for creating vivid situations which would stimulate pupils' oral language; the teacher can have a flannel board made in a workshop or by one in a specialized shop; the use of a flannel board with cutouts prepared by the teacher or by the pupils leads t active participation in the use of the target language as each pupil makes his/her own contribution to working out "a scene" on the flannel board;

A magnet board (a board which has the properties of a magnet, i.e., can attract special cards with letters, words, phrases, or pictures on it) used with the same purpose as a flannel board.

Mechanical aids are: the tape-recorder has come to be an invaluable aid to the language learner and teacher, and after the blackboard, is probably one of the most commonly used pieces of equipment in the classroom The tape-recorder allows the pupil to play back the tape listening to the speaker's voice and recording his own on the second tack (twin-track).

The tape-recorder is considered to be the most important aid in learning a foreign language. The tape-recorder can obviously be used for all the listening activities. Listening is a skill which requires a great deal of concentration so it is a good idea to limit the time spent on continuous listening. A very motivating activity for students is to let them write and record dialogues. You could also

record students' telling a story.

Positioning the tape-recorder is also an important matter. Try to use a speaker which directs the sound at the students; after all, you're not teaching the ceiling. Some criteria for choosing tuned material should be taken into consideration (see "A Training Course for TEFL" by Peter Hubbard).

A gramophone or record-player is also an audio equipment available in every school; the record-player is an indispensable supplement to contemporary textbooks and other teaching materials.

An opaque projector or epidiascope used for projection of illustrations and photographs.

A filmstrip projector which can be used in a partially darkened room. An overhead projector used for projection of a table, a scheme, a chart, a plan, a map or a text for everyone to see on a screen. They can be used both in a daylight and artificial light.

Television and radio equipment: Television would make it possible to demonstrate the language in increasingly varied everyday situations; pupils are invited to look, listen and speak; television and radio programmes are broadcast, but it is not always easy for teachers using these programmes to synchronize their lesson time with the time of the television or radio transmission;

Teaching machines

which can be utilized for present information to the pupils, for drilling, or testing; the teaching machine can provide an interaction between the pupil and the "programme"; the learner obtains a stimulus and a feed-back from his/her response; thus, favorable conditions are created for individual pupils to learn, for instance, vocabulary, grammar, reading, etc.

A language laboratory. This is a special classroom designed for language learning. It is equipped with individual seats or semi-private stalls. They are connected with a network of audio wiring, the nerve center of which is the monitoring console which has a Switch board and tape decks, making it to all

possible to play tapes and send the programme to all or any combination of booths. The teacher at the monitoring console can listen in, or can have :i two-way conversation with any pupil. There are two main of language laboratories-library a broadcast system.

The language laboratory is used for listening and speaking. It is used for "structural drills" which usually involve rephrasing sentences according to a model, or effecting the substitutions.

The language laboratory keeps a full class of pupils working and learning for the entire period, and thus enables the teacher to teach the foreign language more effectively The teacher must know about each aid described above, be able to operate it, and train pupils to use it. When used in different combinations teaching aids can offer valuable help to the teacher of a foreign language in making the learning of this subject in schools more effective for pupils.

Teaching Materials

By teaching materials we mean the materials which the teacher can use to help pupils learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. The following teaching materials are in use nowadays: teacher's books, pupil's books, visual materials, audio materials, and audio-visual materials.

A teacher's book must be must be comprehensive enough to be a help to the teacher. This book should provide all the recorded material summaries of the aims and new teaching points of each lesson; a summary of all audio and visual materials required; suggestions for the conduct of the lesson and examples of how the teaching points can be developed.

Pupil's book must include textbooks, manuals, supplementary readers, dictionaries, programmed materials.

Textbooks. The textbook is one of the most important source: of obtaining knowledge. It contains the material at which pupils work both during class periods

under the teacher's supervision and at home independently. The textbook also determines the ways and the techniques pupils should use in learning, the material to be able to apply it when hearing, speaking, reading and writing.

The modern textbooks for teaching a foreign language should meet the following requirements:

1. The textbooks should provide pupils with the knowledge of the language sufficient for developing language skills, i.e., they must include the fundamentals of the target language.

2. They ensure pupils activity in speaking, reading and writing, i.e., they must correspond to the aims of foreign language teaching in schools.

3. The textbooks must arouse pupils' interest and excite their curiosity.

4. The textbooks must extend pupils' educational horizon, i.e., the material of textbooks should be of educational value.

5. They should have illustrations to help pupils in comprehension and in speaking.

6. The textbooks must reflect the life and culture of the people whose language the pupils study.

Every textbook for learning a foreign language should contain exercises and texts. The textbooks should provide the revisions of words in texts, drills and speech exercises. Exercises for developing oral language should constitute 40-50 % of the exercises of the textbook. The other 50 % will be those designed for assimilating vocabulary, grammar, the technique of reading etc. Manuals. It is a handbook which may be used in addition to the textbook.

Selected reading. There is a great variety of supplementary readers graded in forms and types of schools.

Dictionaries. For learning English there are some English-Russian, English-Uzbek, English-Karakalpak dictionaries available.

Programmed materials. They are necessary when programmed learning is used. The main features of programmed learning are as following:

1. Learning by small easy steps. Every step or frame calls

for a written or an oral response which requires both attention and thought.

2.Immediate reinforcement by supplying a correct answer after each response. The pupil is aware that his response is right. The steps are so small and their arrangement is so orderly that he is likely to make very few errors. When an error occurs, he discovers his mistake immediately by comparing his response with the one given in "the feed-back", Progression at the learning rate of each individual pupil. Each pupil can work at his pace.

Visual materials. Objects (Realia). There are a lot of things in the classroom such as pens and pencils of different sizes and colours/ books, desks, and many other articles which the teacher can use in presenting English names for them and in stimulating pupils' activities to utilize the words denoting the objects they can see, touch, point to, give, take, etc. Toys and puppets may be widely used in teaching children of primary schools, which is the case in the specialized schools.

Flashcards. a) Picture flashcards b) word flashcards. A flashcard is a card with a letter, a sound symbol, or a word to be used for a quick showing to pupils and in this way for developing pupils' skills in reading and pronunciation. Although, they will probably be used in much the same sort of way and for much the same sort of purpose as blackboard drawings, they have the advantage of cutting down greatly on time as well as providing variety. One can also make double sided flashcards to use when drilling certain contrasting language items, e.g.

Side one: She usually drinks tea.

Side two: But now she is drinking champagne.

Wall-charts: A wall-chart is a big sheet of paper with drawing or words to be hung in the classroom and used for revision or generalization of some linguistic phenomenon, such as "English Tenses", "Passive Voice", "Rules of Reading" and so on.

Posters or series of illustrations portraying a story. They are used as "props" in retelling a story read or heard.

Pictures. a) Object pictures (a bed, a cat, a table)

a)Situational pictures (the picture of a boy lying in bed)

b) Topical picture (a picture of a bedroom)

Printed pictures, magazine pictures. Printed and magazine pictures are one of the most useful visual aids available to teachers. The students can be presented with completely unusual situations in magazine pictures, which at the same time are stimulating and colorful. Magazine pictures are also easily accessible to everyone—they are cheap and easy to find.

Photographs. They are of two kinds: black-and-white and colorful e.g. "Views of London" and etc.

Albums. An album is a book of pictures or photographs which is used for developing pupils' language skills.

Maps and plans. In teaching English the maps of Great Britain, the USA, and other countries where English is spoken may be used. The plans, for example, of a house, building.

Slides. A slide is glass or plastic plate bearing a picture.

Audio materials. Tapes and records or discs belong to audio materials. Tapes and records are used for teaching listening comprehension, speaking, and reading aloud.

Audio-visual materials. Sound film loops and films, are examples of visual materials.

Sound film loops are becoming popular with the teachers. They are short (1,51,7 min.) and the teacher can play the film loop back as many times as necessary for the pupils to grasp the material and memorize it.

Films. Specially prepared educational films for language teaching have appeared, e.g., "Australia", "New York", "Winter Sports¹" and other.

Teaching aids used in various combinations allow the teacher to develop his pupils' oral-aural skills: These materials are valuable for presentation, exercised, revision, testing. Visual materials have an important role to play in the development of hearing and speaking skills.

Teaching materials can also be used to assist in the general

development of the pupil's personality, and 'his is of great educational value.

Teaching materials acquire special importance in gaining cultural aims. In this connection it is necessary to mention the qualities teaching materials should possess: *Practicality*

Appropriateness

According to A. Spicer, "The purpose of teaching materials is not to usurp the role of the teacher, nor even to make his work easier. Their main purpose is to make it possible for the teacher to teach more effectively, more interestingly and more economically. It is equally important that the material should help the pupil to learn more easily and more rapidly."

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Lecture 6: Contemporary methods of Foreign Languages Teaching

Lecture outline:

1. **General Remarks**
2. **The audio-lingual Methods**
3. **Audio-Visual Method**
4. **The structural-situational method**
5. **Mixed or in-between methods**
6. **Behavioral method of teaching**

7. **The Cognitive Approach**
8. **Communicative Language Teaching**
9. **Suggestopedia**

Methods of Foreign Language Teaching Contemporary Methods

All the points mentioned in previous described methods are undergoing further development in contemporary Methods abroad. There are many Methods of language teaching and a considerable amount of controversy as to the best way of foreign languages teaching abroad at present. However it is possible to group them into (1) traditional Methods which have truer origin in the grammar' translation method, and (2) audio--lingual methods which are considered to be a further development of the direct method line.,

The traditional approach to foreign language teaching is characterized by (1) the use of the native language for explanation, retention and checking; (2) the deductive explanation of grammar and the use of grammar exercises (3) the development of all the language skiiis, i.e., hearing, speaking, reading, and writing from the beginning of the course. This approach is called traditional because it has been prevalent in schools for a long time. The traditional methods, although they are adopting some kinds of innovation in teaching materials, still retain those distinguishing characteristics. Since these methods are often contrasted with audio- lingual methods.

The audio-lingual methods are considered to be contemporary ones. During the second World War, army programmes were set up to teach American military personnel languages such as German, French, Japanese and Tagalot. Strong emphasis was placed on aural-oral training. The Audio-lingual Method developed from these programmes. This method was also influenced by behavioral psychologists who believed that foreign language learning is basically a process of Mechanical habit formation.

It could be said that this method consist entirely of drilling in one form or another.

Audio-lingual means "Listening-speaking". Another name for the method is the confusing homophony of the phrase aural-oral. The method consist of presenting an oral model to the student, on tape or on the teacher's voice, and caring out a series of pattern drills based on the model.

In the audio-lingual method, skills are taught in the natural order of acquisition: listening, reading, speaking and writing. Audio-lingual classes begin with a dialogue which introduces the lesson's sentence patterns. The students memorize this dialogue then practice grammar patterns in drill such as listen and repeat substitution, chain and transformation. Accuracy in pronunciation is emphasized and festered through minimal pair drills where students learn to differentiate between sounds such the vowels in "ship" and "sheep", "bit" and "beat" and "hit" and "heat". Lessons

are sequenced according to grammatical complexity. Translation, considered to cause interference from the mother tongue, is not allowed. Learning is tightly controlled by the teacher, who follows the text closely.

Summary.

Audio-lingual approach is a reaction to the Reading Approach; much is taken from the Direct Method, the rest from behaviorism.

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases and over learning (i.e. it is believed that language learning is habit formation).
3. Structures are sequenced and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
6. Skills are sequenced listen, speak, read and write.
7. Vocabulary is strictly limited and learned in context.
8. Teaching points are determined by contrastive analysis.
9. There is much use of tapes. Language labs and visual aids.
10. Great importance is attached to pronunciation with special attention being paid to intonation.
11. The cultural background of the target language is stressed.
12. Some use of the mother- tongue by teachers is permitted.
13. Successful responses are immediately reinforced.
14. There is a great effort to prevent student errors.
15. There is a tendency to manipulate language and disregard content.

The following principles:

- a) Students should first listen, then speak, and finally write the language. (An extreme forms of this method, students had to listen for many hours before they were allowed to speak).
- b) The “Grammar” should be presented in the form of modal patterns or dialogues. Drilling consisted of forming new utterances on the basis of the original pattern. This was called “analogous pattern drilling”. That is the

students formed the new utterances by analogy.

- c) Drilling should follow the stimulus response reinforcement scheme. Students should always be awarded when they responded correctly, by seeing that they had got the answer right.
- d) Students should proceed by very easy steps, starting with simple repetition and going on to simple drills, then more complex drills and so on. Ideally the possibility of a student making an error should be avoided altogether, because positive reinforcement (reward) was considered more effective than negative reinforcement (punishment). This principle was called error prevention.
- e) By repeating the stages of stimulus response reinforcement, students would develop correct language habits. Once a habit had been formed, a student could produce examples of the pattern effortlessly and without thinking about how to do so. The student was then regarded as being fluent in that pattern.

MAIN FEATURES (G. V. ROGOVA)

1. *The development of audio lingual skill first, i.e. , listening comprehension and speaking, that is why the methods are called audio lingual. The justification of the priority of spoken language in foreign language learning is found in the observation that a language is first of all a system of sounds. Used for social communication: writing is a secondary derivative system people use for the recording of spoken language. Children normally learn spoken language before they written language. It is though that reading and writing might, at least in the beginning interfere with the development of audio lingual skills;*
2. *Great care in teaching speaking so that the learner could use they spoken forms as accurately as possible, that is, with native like sentence patterns and pronunciation. For this purpose the student should have some adequate modal of speech preferably in the person of a native or near-native speaker of the language, or in the form of a recorded voice of such a speaker. This is now becoming possible because of modern teaching equipment such as radio,*

television, language labs and teaching machines.

3. *The rejection of translation as the main tool of instruction. All the exercises performed by the students are usually within the target language. The use of the student's native language is minimized. It is admitted to supply meaning to the student, although, even in this case the target language supported by whatever props, pictorial materials or pantomime gestures, is preferred.*
4. *Teaching grammar through pattern practice. The grammatical exercises usually take the form of drills in which the student is asked to substitute words for other words, or to make changes in sentences, e. g. , from singular to plural, from past to present, from active to passive, following the model.*
5. *Extensive use of "real-life" communication situation for stimulating the student's language activity. This is done to involve the student in the act of communication in the target language, and in this way to arouse his interest in language learning and increase his motivation.*
6. *The development of reading and writing first using the linguistic material characteristic of written language with the aim of getting information (reading) and sending information (writing).*

Critics of the audio lingual method would focus mainly on the fact that much the method consists of mechanical drilling. Practice activities tend to be repetitive and boring. More serious is the danger that students might produce analogous patterns without realizing what they are saying.

The features of contemporary methods may be illustrated by *Voix et images de France* (голос и образ Франции) and *Fries American English Series*. *Voix et images de France* is a French course which has been worked out by the Research Center in Saint Cloud in France.

The method is known as the Saint Cloud audio visual method. The situations and speech patterns have been carefully selected.

All these are reproduced by native speakers. Students "receive" the material through audio and visual perception, i.e., they see a picture (or a series

of picture) on a screen or in the book and listen to the conversation from a tape-recorder. They assimilate the material by the memorizing the language and the situations in which this material can be used. The work takes the student through the following stages:

1. Receptive stage: the student listens to the conversation 2-3 times and tries to grasp it;
2. Reproductive stage: the student reproduces the phrases and the sentences said by the speakers.

The method is popular with foreigners who come to France. The course has been created for adult learners. It is an intensive course, i.e., students learn a foreign language for 3-6 months 20-25 hours a week; therefore it can not be utilized in schools.

The structural - situational method.

This method is widely used at the time of writing and a very large number of textbooks are based on it. Best of all, it also has important links with the audio-lingual method especially as far as the way the language to be taught is organized (the “structural” ingredient). New language is presented in the form of modal patterns or dialogues. Much use, too, is made of repetition and analogous pattern drilling. However, great care is always taken to present and practice language within a situation. Billows explains the word “situation” in the passage you are about to read. The purpose of the situational ingredient is to ensure a meaningful context for language practice. (Another word for this is “contextualization”). In other words it aims to avoid meaningless and mechanical practice.

There are quite a number of prominent methodologists who have contributed to foreign language teaching and English in particular. In conclusion, it should be said that between the grammar-translation method however modified and direct method in various modifications there have been mixed or in-between methods. The advocates of the latter method try to avoid the extremes of the former. “Language learning” by Peter

Humboldt is an example of such a method. The chief tendency in the development of Methods abroad may be characterized by a scientific approach to the teaching of foreign languages, extensive use of linguistic science, psychology, psycholinguistics, and experimenting. The progress made in the sphere of phonetics, vocabulary and grammar study has shed fresh light on the content, i.e., on what to teach, what linguistic material should be used for developing audio - lingual skills and written language.

The practical application of some theoretical views of American descriptive structural linguists and psychologists, such as the primary of the spoken over the written language, has led to the oral approach to foreign language teaching; the treatment of language as a complex of habits and skills, as a form of social behavior, has been realized in teaching a foreign language, i.e., a reaction of the organism as a whole to a social environment. The learner should know what a native speaker's response would be in a certain situation.

In this article "Learning English as behavior" M. West gives the following examples of wrong and right responses:

Wrong	right
What's this?	What's this? This is a book.
This is a book.	Where is the book?
Where is the book?	It's on the table.
The book is on the table.	(or on the table.)

Know what they speak but how they speak, or rather how they converse.

In a behavioral method of teaching it is necessary to combine a correct and systematic build-up of linguistic elements (structures and carefully selected vocabulary) and a vital and behavioral use of the language. M. West says: "Ideally one needs television or a film so that the pupil may not merely hear how the English language is behaved but see it behaved as well. The

behavioristic stimulus-response and reinforcement theory in psychology adopted by foreign language teaching has resulted in repetitive drill of certain patterns of language or in pattern practice; for the purpose language laboratories, programmed instruction, and other innovations have been offered. However this has not brought the result which were promised and expected. The behavioral method has begun to be strongly criticized by psychologists and by the teachers and students themselves. As a consequence of this criticism the cognitive code-learning theory has been proposed. It is considered a more modern and sophisticated version of the grammar-translation method.

The Cognitive Approach is a reaction to the behaviorist features of the Audio-lingual Approach as well.

DISTINGUISHING FEATURES:

1. There is emphasis on communication, or communicative competence (i.e. being able to use the language).
2. Language acquisition is seen as rule (not habit) formation: deductive explanation of grammar is preferred.
3. Pronunciation is de-emphasized, since it is considered futile for most students to try to sound like native speakers.
4. Group work and individualized instruction are encouraged.
5. There is renewed interest in vocabulary, especially the expansion of passive vocabulary for reading purpose.
6. The teacher is viewed as a facilitator rather than a figure of absolute authority.
7. The important of comprehension especially listening comprehension - is emphasized.
8. Errors are seen as an inevitable by product of language learning; systematic study, interpretation, and where possible remediation is of concern.
9. The written language skills (reading and writing) and the spoken language skills (listening and speaking) are viewing as being of equal importance, rather than the former secondary the latter primacy.
10. Repletion in and of itself discourage; silence is recognized as useful and often

necessary.

11. There is contextualization of all teaching points through the use of audio-visual aids, stories, or other opposite means.
12. The use of the mother tongue and translation are permitted.
13. There is increased interest in the affective domain: the attitude of the teacher and student are seen as important, human sensitively crucial, and the quality of interaction is significant variable.
14. Bilingual-bicultural proficiency is seen as an ideal goal.

COMMUNICATIVE LANGUAGE TEACHING.

The late 1960s saw a shift in focus from the audio-lingual method and its prototype to communicative language teaching, this shift evolved partly as a result of studies carried out by the council of Europe, which began to identify the language needed in a variety of social situations by someone integrating to Common Market countries. The studies sought to evaluate how language itself is used how native speakers of a language express themselves in various situations. The studies had a major impact on the teaching of English as a foreign language. The teachers and curriculum designers began to look at content, at the kind of language needed when greeting or shopping. The emphasis on form, on explicitly learning grammar rules or practicing grammatical patterns, was downplayed in favor of the learner's needs when using the language in daily interaction.

There is no single text or authority on communicative language teaching. It's make communication the goal of language teaching. Several models have evolved around this principle: the Communicative Approach. Total Physical Response, Natural approach, and competency based approach. These approaches overlap.

COMMUNICATIVE APPROACH.

The emphases are placed on using the target language to accomplish a function such as complaining, advising, or asking for information. Attention is

also paid to the social context in which this function take place. For instance, different language will be used when complaining to a teacher than when complaining to a close friend. **DISTINGUISH FEATURES:** all four language skills are taught from the beginning. In speaking skills the aim is to be understood, not to speak like a native. In the sequencing of lessons, priority is given to learner interests and needs. This is in contrast to the grammar translating method which may start with verb tenses and work through from the present simple to the conditionals.

In the **COMMUNICATIVE APPROACH**, if a learner needs to know how to gives advice (“If I were you, I would...”) then this conditional is taught. Interaction between speakers and listeners or readers and writers is at the root of all activities. Learners usually work in pairs or group for role play, information sharing, or problem sharing, or problem solving. Exercises using authentic materials, such as newspapers or recording from the radio, are selected so that learners can practice language in real situations where possible.

SUGGESTOPEDIA

The founder of Suggestopedia, George Lozanov, believes that language learning can be made more efficient if the psychological barriers to learning are lowered; he believes that learners raise these barriers and limit themselves because of a fear of failure. In order to make better use of learners’ capabilities Lozanov has developed a process of “decongestion”, which he has applied to language learning. This process is designed to promote a relaxed frame of mind and to convert learners’ fears into positive energy and enthusiasm for language learning.

DISTINGUISHING FEATURES.

In suggestopedia, great attention is paid to the environment, the seating is as comfortable as possible, the lightning is not harsh, and music plays in the background.

Colorful posters and charts are pinned to the wall. The posters show attractive sights in target language country, the charts contain grammatical information which, in casual readings, the students will absorb without conscious effort. The suggestopedia teacher’s tone is always calm as lightning is not harsh,

and music plays in the background. Colorful posters and charts are pinned to the wall. The posters show attractive sights in target language country, the charts contain grammatical information which, in casual readings, the students will absorb without conscious effort. The suggestopedia teacher's tone is always calm as students are reassured that language learning is easy and fun. At the beginning of the lesson, the teacher briefly presents the vocabulary and grammar. At the end of the day is given to the student: in the left column the text is in the target language: in the right column it is in the students' mother tongue. The teacher reads the text, while music plays in the background, the students relax, close their eyes and listen. For homework, the students are asked to read the text just before going to bed and getting up in the morning. The teacher leads the class in role play, question and answer, and other activities based on the text. During these activities, students are invited to use their imaginations and to take on new names and new personalities in the target languages. They are encouraged to visualize themselves as successful people in their new identities, with exciting jobs and a good standing in the community.

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Lecture 7: Teaching Listening Comprehension

Lecture outline:

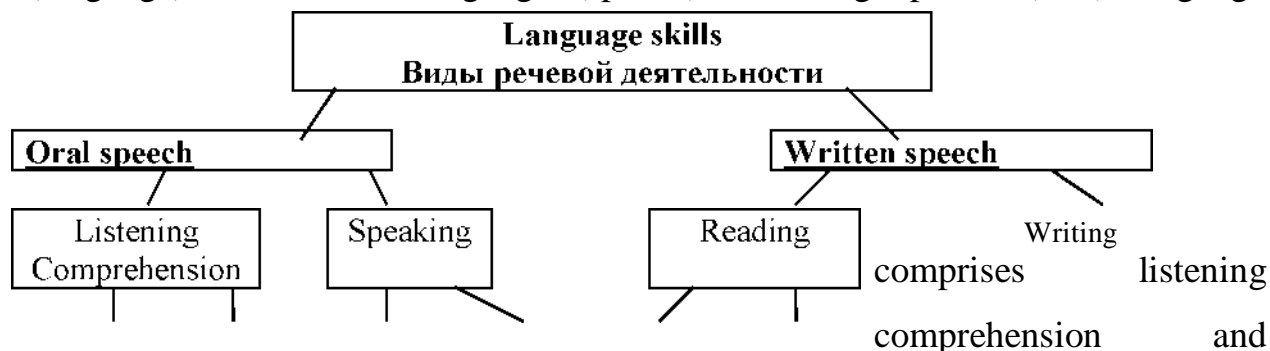
1. *The importance of Listening Comprehension*
2. *The Difficulties in Auding Foreign Language*
3. *The Content of the Material for Listening Comprehension*
4. *The ways (techniques) of teaching Listening Comprehension*

1. *The importance of Listening Comprehension.*

“The reason why we have two ears and only one mouth is so that we may listen more and talk less”. Without actually having been taught to listen a pupil (student) may be able to express himself orally, but he will never be able to communicate

with speakers of English if he is unable to understand what is said to him. Until now we spoke of teaching various aspects of the language, namely, phonetics (pronunciation), vocabulary and grammar. The knowledge of each of the aspects is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication.

Speech is a bilateral process. It includes hearing, on the one hand and speaking, on the other. When we say “hearing” we mean auding or listening and comprehension. That’s why it is important to teach to all language skills. Through language skills the information is given (speaking and writing) and information is perceived (listening and reading) speech is divided into 2 forms: oral speech (language) and written language (speech). Teaching spoken (oral) language



speaking. They are closely interrelated with each other. Teaching written language (speech) consist of teaching reading and writing

monologue	dialogue	monologue	Dialogue	reading techniques	reading understanding	Writing Techniques	written expression of
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Often pupils find the listening skill the most difficult, yet in a lot of cases it isn't actually taught- because it is a passive skill, many teachers seem to assume that it's quite easy. However, as listening is the most varied medium, over which the student has no control, it would seem logical that it should be actually taught along with speaking, and the learner should be exposed, quite early on, to as many different types of listening as possible. It is clear from teaching process that communication is the most difficult if listening skills are not developed. It is known that listening comprehension is one the language skills. It belongs to receptive skills. It is the most complicated language skill, because the content must be understood in a very fast way Listening comprehension skills stimulate the development of speaking abilities. The pupil can well participate in a dialogue. While listening pupil can quickly understand the words they can read, pronounce well and understands the meaning. While writing the pupils also do well if they can read the words, the sentences well. Thus, all the language skills (listening comprehension, speaking, writing and reading are interrelated with each other).

2.The Difficulties in Auding a Foreign Language.

Auding or listening and comprehension are difficult for learners, because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognise this as a sense unit. Pupils can easily and naturally do this in their own language and they can not do this in foreign language when they start learning the language. Pupils are very slow in grasping what they

hear, because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding. When auditing a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with difficulties entailed.

The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors, which can ensure success in developing pupils skills in auditing:

1. linguistic material for auditing
2. the content of the material suggested for listening and comprehension
3. conditions in which the material is presented

The difficulties and peculiarities of Listening Comprehension may be grouped into 2 groups:

1. Extralinguistic difficulties

- mechanic way of speech of Listening Comprehension material (фонограмма, видеограмма и т.д.)
- listening to the speaker himself from his mouth
- tempo of speech
- the situation- position the listening comprehension carries out, the discipline of the pupils, noise, the number of the students
- the necessity of speaking
- the attentiveness of the listeners
- the number of listening
- the existence of pictures, and some other base means

Linguistic difficulties:

- the form of speech- monologue and dialogue
- the phonetic difficulties, the correct pronunciation of words

- vocabulary (lexical) difficulties- familiar words, multiple meaning of word; conversion
- grammatical difficulties: familiar -unfamiliar tense forms, grammatical forms, the structure of sentences
- stylistic difficulties: dialectal or literary standard form of the listening speech.

Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However, this does not completely eliminate the difficulties in auding. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical and grammatical.

Phonetic difficulties appear because the phonic system of English and Karakalpak differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English: [θ -s], [ʌ -o], [s-z], [θ -f], [t - z], [w-v] and etc. They can hardly differentiate the following words by ear: worked-walked; first-fast-forced; line-lion; tired-tide; bought-boat- board.

The difference in intonation often prevents pupils from comprehending a communication.

e.g.: Good 'morning (when meeting); Good ,morning (at parting). The teacher, therefore, should develop his pupils ear for English sounds and intonation.

Examples for lexical difficulties: The horse is slipping. The horse is sleeping. They worked till night. They walked till night. Pupils often misunderstand words because they hear them wrong. The most difficult words for auding are the verbs with postpositions, such as: put on, put off, see off, go in for, etc.

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions; -ed as the suffix of the past Indefinite and the Past Participle. This is difficult for pupils when they aud.

3.The Content of the Material for Listening Comprehension

1. ***The content of the material for auding is exactly determined for each form in the secondary school syllabus G. V.Rogova divides it into 3 parts:***

- *linguistic*
- *psychological*, it includes the assimilation of all the habits and skills of listening -comprehension
- *Methodological* part. Teaching the pupils for the ways and techniques of auding. Besides, by the technology of hearing the rules, principles, methods and means of teaching to aud are identified.

2. ***The content of the material influences comprehension. The following factors should be taken into consideration when selecting the material for auding:***

- the topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names terminology etc.)
- the type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting that is why it is difficult for the teacher to arouse pupils' interest in auding such a text. Narration is more interesting for auding. Consequently, this type of communication should be used for listening comprehension

The context and pupils' readiness (intellectual and situational) to understand it.

- The form of communication: whether the text is a dialogue or a monologue. Monologue speech is easier for the learners, therefore , it is preferable for developing pupils' ability to aud.

Conditions of presenting the material are of great importance for teaching auding, namely:

The speed of the speech the pupil is auding. The hearer cannot change the speed of the speaker. There are different points of view on the problem of the speed of speech in teaching auding a foreign language. N.V.Elukhina believes that in teaching auding the tempo should slower than the normal speed of authentic speech. However this slowness is not gained at the expense of time required for producing words (that might result in violating the intonation patterns of an

utterance), but of the time required for pauses which are so necessary for a pupil to grasp the information of each portion between the pauses.

The number of times of presenting the material for auding: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit. However they sometimes can grasp only 50% of the information and even less, so a second in case the pupils cannot grasp most of the information, practice proves that manifold repetitions when hearing do not help much.

4. The ways (techniques) of Teaching Listening Comprehension.

Teaching Listening Comprehension process consist of two stages:

- The first stage consist of forming such skills in pupils as assimilation of phonemes, words, syntagmas, sentences necessary for listening comprehension, to differentiate and understand them.
- The second stage consist of forming and developing such habits and skills as understanding unfamiliar dialogic speech, micromonologue texts and analysing them by hearing. The content of the text undergoing for listening mustn't be familiar. They mustn't see the graphical expression of the text.

This stage should be fulfilled in the following chronical sequences:

- the preparation for listening comprehension : The teacher selects the texts or compiles them according to the age, knowledge level, language material assimilated by the pupils. Unfamiliar vocabulary, grammar structures names of cities, geographical names and other difficulties the correct pronunciation and the meaning of some words must be explained to the pupils by the teacher before. Even about three words (place names, city names and etc.) can be translated and written on the blackboard.
- the process of having listening comprehension. Listening comprehension activity may be carried out in the following methodological consequence:
 - A) writing the translation of place and geographical names, surnames and etc. On the blackboard from the text or sounding speech.
 - B) Listening to a reading of a teacher, from the mouth of a native- speaker,

recording and so on. Pupils should listen to the speech only once in a normal tempo. The following tasks may be put forward before listening:

- a) listen and grasp the meaning; b) listen and answer the questions; c) listen and grasp the meaning, then retell it in English or in Karakalpak;
- a) give suitable title to the text; e) make a plan of retelling and so on. Such tasks may be recommended in the 5-7 forms before listening and in the 8-11 forms after the listening.
- C) Doing exercises stimulating (facilitating) the comprehension of the unfamiliar content of the text. The following questions may be useful: Where was it? Who was he or she? What was he or she? When was it? How did finish? Did you agree? What was happened?
- D) If it must necessary for deeper understanding the text (speech) must be put for listening for the second time.(Syllabus requirement is only one time)
- E) Testing (control) understanding of the text (speech) listened.
- F) The analysing of the content. Individual view point of each pupil; What the author's senses are.

The following questions may be asked:

What do you think about the content? What does the author want to say by it? Will you decide to do so? Is the author right?

Such discussion is mainly done with pupils of the 8-11 forms.

To fulfil the task the teacher must train his pupils in listening comprehension beginning with the first lesson and throughout the whole period of instruction.

These are the techniques the teacher uses for the purpose:

1. The teacher uses the foreign language:
 - when giving the class instructions
 - when presenting new language material (words, sentence patterns)
 - when checking pupils' comprehension
 - when consolidating the material presented
 - when checking pupils' assimilation of the language material covered. These are the cases when the target language is used as a means of communication and a

means of teaching. There is a great deal of ausing in all the points of the lesson. This raises the problem of the teacher's speech during the lesson. Conducting a lesson in a foreign language gives the teacher an opportunity to develop pupils' abilities in hearing, to train them in listening to him attentively during the lesson, to demonstrate the language as a means of communication.

Exercises for developing listening comprehension may fall under two types: 1) drill exercises, 2) speech exercises. We can group drill exercises into exercises designed for overcoming linguistic difficulties, and exercises which can eliminate psychological difficulties.

Speech exercises are designed for developing pupils' skills in ausing. Several groups of exercises may be suggested:

- exercises which teach pupils to understand texts different in content, form, and type.
- Exercises which develop pupils' skills to understand a text under different conditions. Sound producing aids should be extensively used for developing pupils' ausing, as pupils are supposed to understand not only their teacher's speech, but other people speaking the target language, including native-speakers. Besides, sound producing aids allow the teacher to supply pupils with recorded speech different in speed and voice.

(see G.V.Rogova pp. 180-183). Pupils' skills in ausing are gradually developed. They pass through the following 11 stages (for this see G.V.Rogova p. 184)

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Lecture 8: Teaching Speaking in English

Lecture outline:

- 1. The importance of Listening Comprehension*
- 2. The Most Difficulties of Teaching Speaking a Foreign Language*
- 3. The Content of Teaching Speaking in English*
- 4. Techniques for Teaching Speaking*

1. The importance of Listening Comprehension

The knowledge of each of the aspect of the language is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself.

Speaking in English is also one of the language skills. By speaking information is given. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication. Speech is a bilateral process. It includes hearing, on the one hand, and speaking, on the other. When we say “hearing” we mean auditing or listening and comprehension. Speaking exists in two forms: dialogue and monologue. Speaking is closely interacted with other language skills. If the pupil acquires listening and understanding (Comprehension) skills well his speaking abilities also develops in a quick tempo.

Reading is also interrelated with speaking. The pupil gives information, can speak according to the material he reads. reading is the material base for speaking. The language learner (pupil) can express (write) the information in written form through reading, speaking, and listening.

The secondary school syllabus requirement is to carry on a conversation and to speak a foreign language within the topics and linguistic material. Thus, speaking is the practical aim in teaching oral language. Finally, it is use for developing pronunciation habits and skills and, therefore, for reading and writing since they are closely connected with pupils’ ability to pronounce correctly what

they read and write. Thus speaking is the most important part of the work during the lesson.

Consequently oral language is:

- an aim when pupils make use of the target language as a means of communication, i.e. the target language is used for:
 - (1) Teacher-pupils communication in the classroom;
 - (2) pupils' communication when talking on a topic under Teacher's supervision;
 - (3) pupils' communication when working at a text-discussing the problems touched in it;
 - (4) pupils' communication during out-of-class activities in the target language;
- a means of teaching and learning a foreign language when it is used:
 - (1) within the methods of acquisition of new information about a linguistic or language phenomenon and drill and transformation to form pronunciation, lexical, grammar, etc. habits in pupils;
 - (2) for checking pupils' comprehension.

2. The Most Difficulties of Teaching Speaking a Foreign Language

Speaking a foreign language is the most difficult part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming and pupils rarely feel any real necessity to make themselves understood during the whole period of learning a new language in school. The stimuli the teacher can use are often feeble and artificial. The pupil respects the sentence he hears, he completes sentences that are in the book he constructs sentences on the patterns of a given one. These mechanical drill exercises are, of course, necessary; however, when they go on year after year without any other real language practise they are deadening. There must be occasions when the pupils feel the necessity to inform someone of something, to explain something and to prove something to someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language.

Difficulties of Teaching Speaking a foreign language may be divided into 2 groups:

A) Extralinguistic Difficulties

B) Linguistic Difficulties

A.

1. Speech (speaking) may be addressed to someone, or to be devoted to some events, things, some life situations.
 - 2) Creating speech situations, speaking a union (a Group of people) when speaking.
 - 3) The existence of various aids (visual and etc.), means and so on.
 - 4) The necessity of speaking
 - 5) The peculiarities of the conditions where speaking is carried out (the division of the class (form) into 2 parts or not classroom placement and etc.
 - 6) Using various kinds thetic movements, mime and so on while speaking.
- Besides, there are some psychological difficulties of speaking. The pupil needs words, phrases, sentence patterns, and grammatical forms and structures stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his pupils' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his pupils to unprepared speaking through prepared speaking.

B. Linguistic difficulties of Speaking

1. the right selection of lexical and grammatical items (material), speech patterns necessary for speaking.
2. the difficulties in the usage, meaning and content of the lexical and grammatical (item) necessary for speaking.
3. the difficulties in the correct pronunciation, tone (tune) and rhythm affecting the speaking process.
4. the difficulties in the usage of speech patterns, phrases

Besides speaking has the following difficulties too:

- a) speaking not in a literary standard language but in a colloquial style
- b) sentences, phrases are made very short: Have you? and you? How many books have you? - One. and the like.
- c) shortened forms are widely used: don't, won't, I've, shan't and so on.
- d) shortened words are widely used:
laboratory - lab; microphone-mike; mathematics-maths.
- e) making remarks: Well, Hello, why not, Hey, etc.

Speaking exists in two forms: dialogue and monologue. There are some peculiarities of the monologue and dialogue speaking. Speech may also be divided into: prepared (ready -made) and spontaneous (unprepared). It is considered prepared when the pupil has been given time enough to think over its content and form. He can speak on the subject following three plan made either independently at home or in class under the teacher's supervision. His speech will be more or less correct and sufficient fluent since plenty of preliminary exercises had been done before. In schools, however, pupils often have to speak on a topic when they are not yet prepared for it. As a result only bright pupils can cope with the task. The teacher should encourage each pupil to speak on the subject in his own way and thus develop pupils initiative and thinking. The pupils' speech is considered unprepared when, without any previous preparation, he can do the following:

- speak on a subject suggested by the teacher (E.g. winter holidays, or Football match).
- speak on the text read. For example, pupils have read two or three chapters of Robin Hood.
- speak on the text heard: - Discuss a problem or problems touched upon in the text read or heard.
- have an interview with "a foreigner".
- Help "a foreigner", for example, to find the way to the main street or square of the

town; or instruct him as to places of interest in the town. This may be done directly or with the help of “an interpreter.”

There are, of course, other techniques for stimulating pupils' unprepared speech. The teacher chooses the techniques most suitable for his pupils since he knows their aptitudes, their progress in the language, the time he has at his disposal for developing speaking skills, the concrete material at which pupils are working.

It should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. The relationship between prepared and unprepared speech should vary depending on the stage of learning the language. In the junior stage prepared speech takes the lead, while in the senior stage unprepared speech should prevail.

The Content of Teaching Speaking in English

The content of teaching speaking in English comprises the following three aspects: Linguistic, Psychological and methodological.

Linguistic Aspect (chapter) consists of the language materials and speech materials, sentence structures, speech patterns and so on. necessary for speaking. These materials must be selected on the base of certain topics. Besides, some extraslinguist elements such as mime, actions and some other means must be kept in mind.

Psychological Aspect of speaking includes speech skills (language skills). That is reproduction, putting in the right place, transformation, extension, adding and mixing. Reproduction means reproducing (saying aloud, repetition) of what he (she) heard from the mouth of a teacher or recording.

Methodological Aspect includes the usage of methods, techniques of teaching speaking.

It is important that pupils should use the means of basement (опора, таянч). That is the means of listening, seeing, words and etc.

1. As it was mentioned above there are 2 forms of speaking; monologue and dialogue. Each form has its peculiarities, In teaching monologue we can easily

distinguish three stages according to the levels which constitute the ability to speak:

(1) the statement level; (2) the utterance level; (3) the discourse level.

1. No speech is possible until pupils learn how to make up sentences in the foreign language and how to make statements. To develop pupils' skills in making statements the following procedure may be suggested:

Pupils are given sentence patterns to assimilate in connection with situations.

For example:

- a) I can see a
- b) I am fond of...
- c) We are proud of...

Pupils are invited to perform various drill exercises within the sentence patterns given:

- substitution: I have a book (pen).
- extension: I have an interesting book. I have an interesting book at home.
- transformation: He has a book; He has no book.
- completion: If I have time I will....

Pupils make statements of their own in connection with the situations suggested by the teacher.

- Give it a name. Teacher: We write with it.

Pupil: it is a pen (pencil).

- make statements on the picture
- say the opposite. - I live in Berdakh Street. I do not live in Berdakh Street.

2. Pupils are taught how to use different sentence patterns in an utterance about an object, a subject offered. First they are to follow a model, then they do it without any help.

Teacher: Say a few words about it. (He points to an object)

Pupil: This is a pencil. The pencil is green. It is on the table. I like the pencil.

Get information and sum up

What you have learnt from your classmate?

Teacher: She cut her finger.

Pupil: Who cut her finger?

Class: Ann.

- When did she cut it? - Yesterday.- What did she cut it with? - With a knife.

- Why did she cut her finger? - Because the knife was sharp.

This exercise is useful both for developing dialogue and monologue speech. At this stage pupils learn to express their thoughts, their attitude to what they say using various sentence patterns. Thus they learn how to put several sentences together in one utterance about a subject, an object, etc.

3. After pupils have learned how to say a few sentences in connection with a situation they are prepared for speaking at discourse level. At this level pupils are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own.

The three levels in developing pupils' speaking should take place throughout the whole course of instruction, i.e., in junior, intermediate, and senior forms. **Rule for the teacher:** In teaching monologue instruct pupils how to make statements first, then how to combine various sentences in one utterance and, finally, how to speak on a suggested topic.

A dialogue consists of a series of lead-response units. the significant feature of a lead-response unit is that the response part may, and usually does, serve in its own turn as a fresh inducement leading to further verbal exchanges, i.e., lead-response- inducement-response.

In teaching dialogue we should use lead-response units as a teaching point and pattern-dialogues as they involve all features which characterise this form of speech. (see pp. 189-193, Rogova).

When a pattern dialogue is used as a unit of teaching there are three stages in learning a dialogue: (1) receptive; (2) reproductive; (3) constrictive (creative).

Rule for the teacher: In teaching dialogue use pattern dialogues; make sure that your pupils go through the three

stages from receptive through reproductive to creative, supply them with the subject to talk about.

As to the relationship between monologues and dialogues, it should be vary from stage to stage in teaching speaking in schools. In the junior stage (4-6) dialogue speech, the one which allows the teacher to introduce new material and consolidate it in conversation, must prevail; in the intermediate stage (7-8-9) dialogue and monologue must be on an equal footing.

In the senior stage (10-11) monologic speech must prevail since pupils either take part in discussion and, therefore, express their thoughts in connection with a problem or retell text read or heard. To sum it up both forms of speech (monologue and dialogue) should be developed side by side with preference for the one which is more important for pupils' progress in learning a foreigner language at a certain stage.

Prepared and unprepared speech.

Pupils' speech in both forms may be of two kinds: prepared and unprepared. It is considered prepared when the pupil has been given time enough to think over its content and form. The pupils' speech is considered unprepared when, without any previous preparation, he can do the following: speak on a subject suggested by the teacher. (E.g.: Winter Holidays). Speak on the text read; speak on the text heard. Have an interview with a foreigner and etc. It should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. In the junior stage prepared speech takes the lead, while in the senior stage unprepared speech should prevail.

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Lecture 9: Teaching Reading in Secondary Schools

Lecture outline:

- 1. Reading as an aim and a means of teaching and learning a foreign language***
- 2. The content of teaching reading***
- 3. Some difficulties pupils have in learning to read in the English language
(Linguistic and Extralinguistic)***
- 4. How to Teach Reading***
- 5. Mistakes and How to correct them***

1. Reading as an aim and a means of teaching and learning a foreign language

In recent years, language teaching methodologists have gained a greater appreciation of the nature of the reading skill. They have come to understand that in fact it is not a single monolithic skill. Rather it is a behaviour which is made up of a large number of component skills sometimes referred to as microskills. These range from such foundational skills as the ability to recognise the letters of the alphabet and to match spoken words and sentences with their written representation, to quite sophisticated skills such as skimming a piece of writing to gain a general idea of its content, or evaluating a text for its general tone or bias.

Methodologists have also come to believe that the types of reading done in the language classroom should reflect the many uses to which reading is put in real life. You use reading not only for study purposes but also for daily living. You read not just novels, essays, and poetry, but also newspapers, instruction manuals and the labels on the products you buy in the supermarket. Thinking of this variety of reading tasks, you can see that different tasks require different approaches. For maximum efficiency, students must be taught to vary their approach to suit the

purpose of their reading.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign language lists reading as one of the leading language activities to be developed. It runs: By the end of the course pupils must be able to read easy texts of social-political contents, popular-science and fiction. In learning to read they should acquire skills in skimming and searching reading.

Therefore, reading is in one of the practical aims of teaching a foreign language in schools. Reading is of great educational importance, as reading is a means of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge of the world around him. He gets acquainted with the countries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Reading ability is, therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself, it is also a means of learning a foreign language. When reading a text, the pupil reviews sounds and letters, vocabulary and grammar, memorises the spelling of words, the meaning of words and word combinations. The more the pupil reads the better his retention of the linguistic material is. Reading helps them to acquire speaking and writing skills as well.

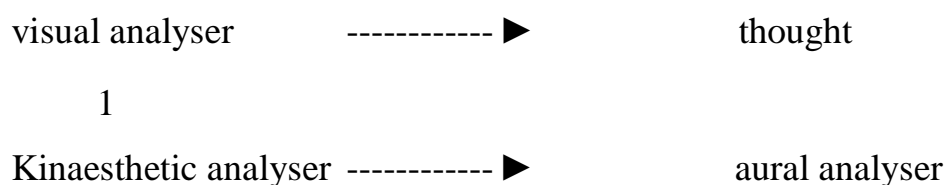
Reading is, therefore both an end to be attained and a means to achieve that end.

1. The Content of Teaching Reading

Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as a process of connected with the work of visual, kinaesthetic,

aural analysers and thinking. The visual analyser is at work when the reader sees a text. While seeing the text he “sounds” it silently, therefore the kinaesthetic analyser is involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the aural analyser is not passive, it also works and, finally, due to the work of all the analysers the reader can understand thoughts. The speech of reading depends on the reader’s ability to establish a direct connection between what he sees and what it means. To make this easier to understand it may be represented as follows:



There are two ways of reading: aloud or orally, and silently. In teaching a foreign language in school both ways should be developed.

The eyes of a very good reader move quickly, taking long “jumps” and making very short “halts”. We can call this ideal reading “reading per se”. Reading per se is the end to be attained. It is possible provided:

- (1) the reader can associate the graphic system of the language with the phonic system of the language;
- (2) the reader can find the logical subject and the logical predicate of the sentence;
- (3) the reader can get information from the text (as a whole).

These are the three constituent parts of reading as a process.

As a means of teaching reading a system of exercises is widely used in schools, which includes:

- 1) graphic-phonemic exercises which help pupils to assimilate graphemic-phonemic correspondence in the English language;
- 2) structural-information exercises which help pupils to carry out lexical and grammar analysis to find the logical subject and predicate in the sentence following the structural signals;

3) semantic-communicative exercises which help pupils to get information from the text.

The actions which pupils perform while doing these exercises constitute the content of teaching and learning reading in a foreign language.

2. Reading in English language is one of the most difficult things because there are 26 letters and 146 graphemes which represent 46 phonemes. Indeed the English alphabet presents many difficulties to Karakalpak- speaking pupils because the Karakalpak alphabet differs greatly from that of the English language. A comparison of some letters show that they are the most difficult letters for the pupil to retain. (H-N; G-C; C-K; R-J). It is not sufficient to know English letters. It is necessary that pupils should know graphemes or consonant combination is read in different positions in the words (window, down). The teacher cannot teach pupils all the existing rules and exceptions for reading English words. When learning English pupils are expected to assimilate the following rules of reading: how to read stressed vowels in open and closed syllables and before “r”; how to read -ay-, -oo-, -ou-, -ow-; the consonants -c, -s, -k, -g; -ch, -sh, - th, -ng, -ck and -tion, -ssion, -ous. The pupils should learn the reading of some monosyllabic words which are homophones. For example, son - sun; tail - tale; too- two; write - right; eye - I, etc.

The most difficult thing in learning to read is to get information from a sentence or a paragraph on the basis of the knowledge of structural signals and not only the meaning of words. Pupils often ignore grammar and try to understand what they read relying on their knowledge of autonomous words. And, of course, they often fail, e.g. the sentence He was asked to help the old woman is understood as Он просил помочь старушке, in which the word he becomes the subject and is not the object of the action. Pupils sometimes find it difficult to pick out topical sentences in the text which express the main ideas.

To make the process of reading easier new words, phrases and sentences patterns should be learnt orally before pupils are asked to read them. So when pupils start reading they know how to pronounce the words, the phrases and the

sentences, and are familiar with their meaning.

Consequently, in order to find the most effective ways of teaching the teacher should know the difficulties pupils may have.

3. The teacher can use the whole system of exercises for developing pupils' ability to read which may be done in two forms - loud and silent. Reading aloud.

In teaching reading aloud the following methods are observed: the phonic, the word, and the sentence ways. When the phonic way is used, the child learns the sounds and associates them with graphic symbols - letters. In the word way a complete word is first presented to the child. When several words have been learnt they are used in simple sentences. The sentence way deals with the sentences as units of approach in teaching reading. The teacher can develop pupils' ability to read sentences with correct intonation. Later the sentence is split up into words. The combination of the three methods can ensure good reading.

Reading in chorus, reading in groups in imitation of the teacher which is practised in schools forms rather kinaesthetic images than graphic ones. The result is that pupils can sound the text but they cannot read. The teacher should observe the rule "Never read words, phrases, sentences by yourself. Give your pupils a chance to read them."

Teaching begins with presenting a letter to pupils or a combination of letters, a word as a grapheme. The use of flash cards and the blackboard is indispensable. Flash cards. When the teacher uses them allow him:

- a) to present a new letter (letters);
- b) to make pupils compose a word;
- c) to check pupils' knowledge of letters or graphemes;
- d) to make pupils recollect the words beginning with the letter shown (p - pen, pupil, etc.);
- e) to make pupils show the letter (letters), which stand for the sound [ou], [a:], [o], etc.

In teaching to read transcription is also utilised. It helps the reader to read a word in the cases where the same grapheme stands for different sounds: build, suit,

or words which are not read according to the rule: aunt, colonel.

At an early stage of teaching reading the teacher should read a sentence or a passage to the class himself. When he is sure the pupils understand the passage he can set individuals and the class to repeat the sentences after him, reading again himself if the pupils' reading is poor. The pupils look into the textbook. [T-Class-T-P1-T-P2-T-Pn-T-C] This kind of elementary reading practice should be carried on for a limited number of lessons only. When a class has advanced far enough to be ready for more independent reading, reading in chorus might be decreased, but not eliminated: T-C-P1P2Pn.

Reading aloud as a method of teaching and learning the language should take place in all the forms. This is done with the aim of improving pupils' reading skills. In reading aloud, therefore, the teacher uses:

- a) diagnostic reading (pupils read and he can see their weak points in reading);
- b) instructive reading (pupils follow the pattern read by the teacher or the speaker);
- c) control reading or test reading (pupils read the text trying to keep as close to the pattern as possible).

4. Mistakes and How to Correct them.

In teaching pupils to read the teacher must do his best to prevent mistakes. The following techniques may be suggested:

1. The teacher writes a word (e.g. black) on the blackboard. He underlines ck in it and asks the pupil to say what sound these two letters convey. If the pupil cannot answer the question, the teacher asks some of his classmates. They help the pupil to correct his mistake and he reads the word
2. One of the pupils asks: What is the English for «Зара- черный»? If the pupil repeats the mistake, the "corrector" pronounces the word properly and explains the rule the pupil has forgotten. The pupil now reads the word correctly.
3. The teacher or one of the pupils says: Find the word «Заба» and read it. The pupil finds the word and reads it either without any mistake if his first mistake was due to his carelessness, or he repeats the mistake. The teacher then tells him to recollect the rule and the word correctly.

4. The teacher corrects the mistake himself. The pupil reads the word correctly. The teacher asks the pupil to explain to the class how to read “ck”
5. The teacher tells the pupil (to write the word “black” and underline “ck”. Then he says how the word is read.

Another question arises: whether we should correct a mistake in the process of reading a passage or after finishing it. Both ways are possible.

Silent Reading.

In learning to read pupils widen their eyespan. The eye can move faster than the reader is able to pronounce what he sees. Thus reading aloud becomes an obstacle for perception. Special exercises may be suggested to develop pupils' skills in silent reading. For instance, “Look and say”, “Read and Look up”. (M. West).

Teaching silent reading is closely connected with two problems:

- (1) instructing pupils in finding in sentences what is new in the information following some structural signals, the latter is possible provided pupils have a certain knowledge of grammar and vocabulary and they can perform lexical and grammar analysis;
- (2) developing pupils' ability in guessing. Pupils should be taught how to find the logical predicate in a sentence. The teacher may ask his pupils to read a text silently and find the words conveying the new information in the text according to their position.

To read a text the pupil must possess the ability to grasp the contents of the text. The pupil is to be taught to compare, to contrast, to guess, and to foresee events.

In teaching pupils to read much attention should be given to the development of their ability to guess. One of the best ways to develop this skill is to give the pupil the text for acquaintance either during the lesson or as his homework. To develop pupils' reading skill, i.e. to teach them to get information from the text it is necessary that text should be taken as a whole (the teacher does not break it into pieces). / For detail, see G.V. Rogova, p. 210-215/

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Lecture 10: Teaching Writing in a Secondary School

Lecture outline:

1. *Roles of writing in the Learning and Use of Language. Writing as a skill.*
2. *Difficulties pupils have in Learning to Write English*
3. *Stages in the Development of Writing Proficiency*
4. *How to Teach Writing*
5. *Examples of Exercises to Develop the Writing skills*

1.Roles of writing in the Learning and Use of Language. Writing as a skill.

The aims of instruction in a foreign language includes, besides speaking and reading it, also writing it. Every school graduate must be capable of writing a letter in the foreign language he has studied, to keep up a correspondence in it with friends living abroad. Writing in the foreign language is also a very important means of instruction. As a means of instruction writing serves to consolidate both acquired linguistic knowledge and habits of using the language. Writing helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking , and reading. So writing is very important skill. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind.

Writing includes penmanship, spelling, and composition. The latter is the aim

of learning to write. Proficiency in expressing one's thoughts in written form promotes proficiency in the use of the spoken language. Writing is also a highly effective means of testing the pupils' knowledge and mastery of the foreign language. Setting test papers enables the teacher to appraise the attainments of the whole class and of each pupils in the acquisition of knowledge, in habit formation and in the development of specific skills. In the English language classroom, writing activities serve two different purposes. On the one hand, they help your classroom pupils to learn the kinds of personal, academic or professional writing which they will use in their daily lives. On the other hand, writing in English has a more purely pedagogical role. It reinforces the learning which goes on through the medium of the listening, speaking and reading skills. Since writing is a complicated skill it should be developed through the formation of habits such as:

the habit of writing letters of the English alphabet;

(1) the habit of converting speech sounds into their symbols-letters and letter combinations;

(2) the habit of correct spelling of words, phrases and sentences;

(3) the habit writing various exercises which lead pupils to expressing their thoughts in connection with the task set.

In forming writing habits the following factors are of great importance:

1. Auditory perception of a sound, a word, a phrase, or a sentence, i.e., proper hearing of a sound a word, a phrase or a sentence.

2. Articulation of a sound and pronunciation of a word, a phrase, and a sentence by the pupil who writes.

3. Visual perception of letters or letter combinations which stand for sounds.

4. The movements of the muscles of the hand in writing.

The ear, the eye, the muscles and nerves of the throat and tongue, the movements of the muscles of the hand participate in writing. And at last, but not the least, factor which determines progress in formation and development of lasting writing habits is pupils' comprehension of some rules which govern writing

in the English language.

2. Difficulties pupils have in Learning to Write English

Our methodology believes that a conscious to teaching and learning a foreign language can ensure pupils' progress in writing.

Since pupils should be taught penmanship, spelling, and composition it is necessary to know the difficulties pupils find in learning to write English. The writing of the English letters does not present much trouble because there a lot of similar letters in both languages.

Pupil find it difficult to make each stroke continuous when the body of the letter occupies one space, the stem one more space above, the tail one more space below.

The spelling system of a language may be based upon the following principles:

1. Historical or conservative principle when speaking reflects the pronunciation of earlier periods in the history of the language. E.g.: English: busy, brought, daughter.
2. Morphological principle. In writing a word the morphemic composition of the word is taken into account. E.g.; in Russian: рыба, рыбка; the root morpheme is рыб, in English: answered, asked; the affixal morpheme is -ed.
3. Phonetic principle. Spelling reflects the pronunciation. E.g. in Russian: бесконечный - безграничный; in English: leg, pot.

One or another of these principles may prevail in any given language. In French and English, the historical or conservative principle dominates. The modern English spelling originated as early as the 15th century and has not been changed since then. The pronunciation has greatly during that time. Significant difference in pronunciation and spelling is the result. The same letters in different words are read differently. E.g. fat, fate, far, fare.

Different letters or letter combinations in different words are read in the same way: I - eye; rode - road; write - right; tale - tail. Many letters are pronounced in some words and are mute in other words; build [bild], laugh [la:f],

brought [br :t].

The discrepancy that exists in the English language between pronunciation and spelling may be explained by the fact that there are more sounds in the language than there are letters to stand for these sounds. 20 vowels - 6 letters to convey them. In teaching English spelling special attention should be given, in the words which present much trouble in this respect. The spelling of the words, for example, busy, daughter, beautiful, through and very many others, must be assimilated through manifold repetition in their writing and spelling.

In conclusion it should be said that it is impossible to master accurate spelling without understanding some laws governing it. Pupils should know:

- (1) how to add: -s to words ending in y: day-days; city-cities, study- studies; -ed to verbs: play-played; carry-carried; -ing to verbs: write- writing; play-playing; -er, -est to adjectives in the comparative and the superlative degrees: clean-cleaner-cleanest; large-larger-largest;
- (2) when the consonant should be doubled: sit-sitting; thin-thinner; swim-swimming;
- (3) the main word-building suffixes; -ful: use-useful; -less: use-useless; and others.

Writing a composition or a letter which is a kind of a composition where the pupil has to write down his own thoughts, in another problem to be solved. The pupil comes across a lot of difficulties in finding the right words, grammar forms and structures among the limited material stored up in his memory. The pupil often does not know what to write, he wants good and plentiful ideas which will be within his vocabulary and grammar.

3. Stages in the Development of Writing Proficiency

In the teaching of writing, just as in the teaching of reading, it is helpful to have a long-range overview of how proficiency develops. You will notice that the links between reading and writing become closer as students progress through the three main phases of the sequence.

1. Early stages of writing.
2. Proficiency level. Low beginners.

3. Skills and features of English to learn: use printed/cursive forms of roman alphabet. Learn general spelling and punctuation rules. Use simple word, phrase, and sentence forms.

Expanded writing skills. Proficiency level. High beginners and intermediate students. Skills and features of English to learn. Use commonly occurring word, phrase, and sentence patterns. Write paragraphs with topic sentences and supporting details . Use link words to signal organisation of paragraphs. Practice techniques for pre-writing, revising, editing.

Academic writing skills. Proficiency level. High intermediate and advanced students. Skills and features of English to learn.

Use discourse patterns expected in academic writing. Develop a thesis with appropriate supporting details. Become more independent in the writing process.

General Lesson Plan for Composing Assignments. It is difficult to give a lesson plan which will cover all types of writing tasks. When your pupils are composing you should always have a pre-writing phase and you should always allow plenty of time for revising. In fact, it is so difficult to separate writing and revising that the most appropriate lesson format consists of just two main phases:

1. Pre-writing

- a. Brainstorming in various forms, oral and written
- b. Analysis of models
- c. Reading
- d. Notetaking

2. Writing and Revising

- a. Time for multiple drafts
- b. Feedback from teacher and other

Basic Writing Skills and Reinforcement of Speaking and Listening.

Your pupils may need writing instructions at the most basic level - learning to form the letters and other symbols of the English writing system. Pupils needing such instruction range from those who have neither reading nor writing skills in any language to those who are fully literate but who happen not to have learned a

language which uses the Roman alphabet.

Here are some general points to consider when teaching writing at this very basic level :

Teaching the printed forms of letters, both capitals and lower case, has the advantage that there will be a closer match between the shapes which students write and the shapes which they must read. However, older learners may feel that printed letters are for children and insist on learning the cursive forms which they associate with adult handwriting. Choose the forms which work best for your students.

- When you began to learn to write in English, you may have learned the letters in alphabetical order. A more efficient to their shapes. For example, a number of lower case letters in their hand printed form are 'ball and stick' figures: a, b, d, p, q.

- At the same time that pupils are developing a legible handwriting, they can also learn spelling rules of wide applicability, as well as the use of common punctuation marks (especially the period, question mark, comma, and apostrophe).

Keep in mind that your students should be able to understand everything that they are asked to write. Thus it makes sense to present new content first via the listening and speaking skills, and to use reading and writing to reinforce what has been mastered in the aural/oral activities.

4. Teaching writing should be based on such methodological principles as a conscious approach to forming and developing this skill, visualisation and activity of pupils. Pupils learn to write letters, words, and sentences in the target language more successfully if they understand what they write, have good patterns to follow and make several attempts in writing a letter (a word, a sentence) until they are satisfied that the work is well done.

How to Teach Writing

Training in penmanship should proceed by steps.

1. The teacher shows the learners a letter or both a capital and a small letter, for

instance, Bb. Special cards may be used for the purpose. On one side of the card the letters are written. On the other side there is a word in which the letters are written. On the other side there is a words in which this letter occurs. E.g. Bb bed.

2. The teacher shows his pupils how to write the letter. He can use the blackboard. E.g. V and W are made with one continuous zigzag movement. Q is made without lifting the pen except for the tail. L is also made without lifting the pen.

Whenever the teacher writes on the blackboard he gives some explanations as to how the letter is made, and then how the word is written. His pupils follow the movements of his hand trying to imitate them; they make similar movements with their pens in the air, looking at the blackboard.

The teacher asks pupils to write first the letter, then the word in their exercise-book.

When pupils are writing he walks round looking at the work they are doing and giving help to the pupils who need it. Since habits are formed and developed through performing actions pupils are told to practise in writing the letter and the word (words) at home.

The teacher's handwriting and his skill in using the blackboard is of great importance. Children learn by imitating. They usually write in the way the teacher does, so he must be careful in the arrangement of the material on the blackboard because pupils will copy both what is written and how it is written.

Consequently, training in penmanship implies: visual perception; observations accompanied by some explanations on the part of the teacher; practice under the teacher's supervision in class, and independently at home.

In spelling instruction, the teacher should take into consideration the difficulties of English Spelling and instruct pupils how to overcome these difficulties. The following exercises may be suggested for the purpose:

Copying. The aim of this exercise is to allow the pupils to practise what has been taught in Listening and Speaking. Writing does this because the movements of the muscles of the hand are now called in to help the ear, the eye and the muscles and nerves of the throat and

tongue. The “look” and the “feel” of the word are used to help the memory (F.French). For better

assimilation of the spelling of words, it is recommended that various associations should be established, such as: a) associations by

similarity in Spelling:

within the Eng. language (room, spoon, moon; thought, bought, brought; night, right, light) between Eng. & Rus words - биография - коммунизм - энтузиазм

biography - communism - enthusiasm

b) associations by contrast in spelling: two - too

spelling alone distinguishes these see - sea homophones

one - won

Much care should be given to the words whose spelling does not follow the rules for example, daughter, busy, sure, usual, colonel, clerk, soldier, etc. Pupils master the spelling of such words by means of repetitions in writing them.

Copying may be carried out both in class and at home. In copying at home the following tasks may be suggested:

a) underline a given letter or letter combination for a certain sound;

b) underline a certain grammar item; c) underline certain words depicting, for example, the names of school things.

Dictation. This kind of writing exercise is much more difficult than copying. Dictation is a valuable exercise because it trains the ear and the hand as well as the eye; it fixes in the pupil's mind the division of each sentence patterns, because the teacher dictates division by division. E.g.: Tom and I go to school together. Dictations can vary in forms and in the way they are conducted:

(a) visual dictation as type of written work in intermediate between copying and dictation. The teacher writes a word, or a word combination, or a sentence on the blackboard. the pupils are told to read it and memorise its spelling. then it is rubbed out and the pupils write it from memory.

(b) Dictation drill aims at consolidating linguistic material and preparing pupils for

spelling tests.

(c) self-dictation. Pupils are given a text (a rhyme) to learn by heart. After they have learned the text at home the teacher asks to recite it. Then they are told to write it in their exercise-books.

1. Writing sentences on a given pattern. The following exercises may be suggested:

(a) substitution. Mick has a sister. The pupils should use other words instead of a sister. (b) Completion. E.g. He came home late because..

(c) Extension. Ann brought some flowers (adjective before flowers)

2. Writing answers to given questions. The question helps the pupil both with the words and which the pattern required for the answer. the object of every kind of written exercise mentioned above is to develop pupil's spelling in the target language and to fix the linguistic material favourable conditions for developing their skills in writing compositions. By composition in this case we mean pupil's expression of their own thoughts in a foreign language in connection with a suggested situation or a topic within the linguistic material previously assimilated in speech and reading.

In teaching compositions the following exercises may be suggested:

1. A written reproduction of a story either heard or read.

2. A description of a picture, an object or a situation.

3. A descriptive paragraph about a text, or a number of texts on a certain subject.

Pupils may be given concrete assignments.

4. An annotation on the text read.

5. A composition on a suggested topic.

6. Letter writing. Pupils are usually given a pattern letter in English, which shows the way the English start their letters and end them.

Various kinds of tests may be recommended in teaching writing to measure pupils' achievements in penmanship, spelling and composition (see G.V. Rogova, p. 231-32)

3. Exercises for beginning writers should build on material which is already familiar to the students. The pre-writing phase should contain a lot of oral work

and the actual writing done by the students should be limited and controlled in various ways. Here are some suggestions for beginning writing activities.

- Have pupils dictate the first part of a story. After three or four sentences have been dictated, give the students the story to complete independently in writing.
- Give students copies of cartoons from which the characters' dialogue has been omitted. Have them compose orally, experimenting with various things the characters might say, and then write their ideas on the cartoons.
- Have students invent and act out brief social exchanges: asking directions, making a purchase in a store, greeting someone in the street, ordering food at a snack bar. Then have them write these dialogue form. Summary

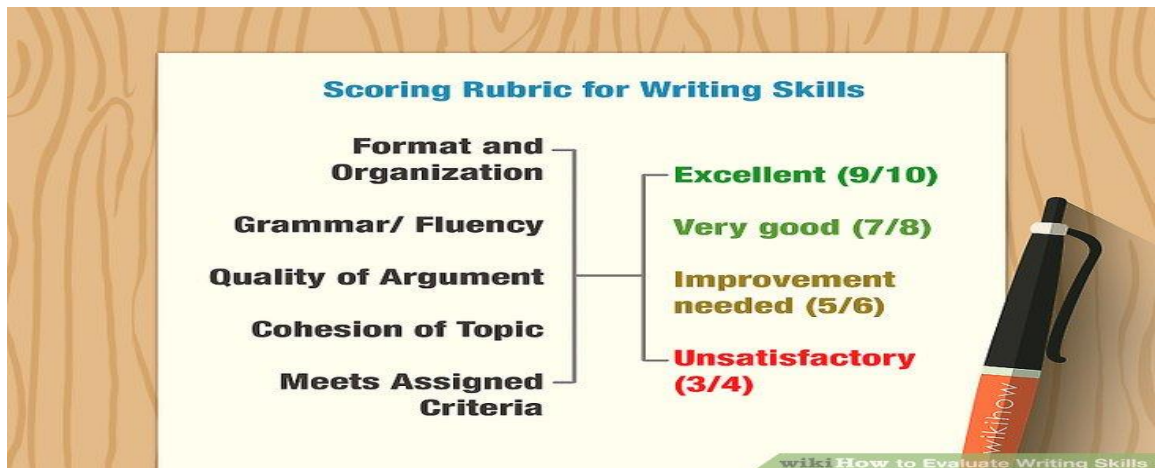
Writing activities serve two purposes in the English language classroom:

- 1) Learning the types of personal, academic, and professional writing which students need in their daily lives.
- 2) Reinforcing the learning which goes on through the medium of the other language skills. In planning and conducting writing activities with your students:
 - be sure to include activities that allow your students to communicate ideas that are meaningful to them;
 - include exercises which help your students understand and master the features of written discourse: overall patterns of organisation, ways of expressing logical relationships, and so on.

Use pre-writing activities to generate ideas and provide the language resources needed for the writing task.

Determination your assessment criteria.

1. The use of proper **writing** conventions, such as good spelling, grammar, syntax, capitalization, and punctuation.
2. The writer's mastery of **written** vocabulary.
3. The clarity and fluency with which the writer presents their arguments.
4. The use of clear and logical structure within the text.



Simple Ways to Assess the Writing Skills of Students with Learning Disabilities

Pupils writing can be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres.

These simple classroom help in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress. (*Stephen L. Isaacson Portland State University This article is adapted for LD OnLine from a similar article by Isaacson published in The Volta Review, 1996, Vol. 98, No. 1, pp. 183-199*)

Simple ways to assess the writing skills of students with learning disabilities

A teacher's first responsibility is to provide opportunities for writing and encouragement for students who attempt to write. A teacher's second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to student needs, and giving careful feedback that will reinforce newly learned skills and correct recurring problems. These responsibilities reveal, upon inspection, that assessment is clearly an integral part of good instruction. In their review of the existing research on effective instruction

Christenson, Ysseldyke, and Thurlow (1989) found that, in addition to other factors, the following conditions were positively correlated to pupil achievement:

- a. The degree to which there is an appropriate instructional match between student characteristics and task characteristics (in other words, teachers must assess the student's prior knowledge and current level of skills in order to match them to a task that is relevant and appropriate to their aptitudes);*
- b. The degree to which the teacher actively monitors students' understanding and progress; and*
- c. The degree to which student performance is evaluated frequently and appropriately (congruent with what is taught).*

Assessment, therefore, is an essential component of effective instruction. Airasian (1996) identified three types of classroom assessments. The first he called "sizing-up" assessments, usually done during the first week of school to provide the teacher with quick information about the students when beginning their instruction. The second type, instructional assessments, are used for the daily tasks of planning instruction, giving feedback, and monitoring student progress. The third type he referred to as official assessments, which are the periodic formal functions of assessment for grouping, grading, and reporting. In other words, teachers use assessment for identifying strengths and weaknesses, planning instruction to fit diagnosed needs, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress. Simple curriculum-based methods for assessing written expression can meet all these purposes.

Process, product, and purpose

Curriculum-based assessment must start with an inspection of the curriculum. Many writing curricula are based on a conceptual model that takes into account process, product, and purpose. This conceptual model, therefore, forms the framework for the simple assessment techniques that follow.

Simple ways to assess the process

The diagnostic uses of assessment (determining the reasons for writing problems and the student's instructional needs) are best met by looking at the process of writing, i.e., the steps students go through and strategies they use as they work at writing. How much planning does the student do before he or she writes? Does she have a strategy for organizing ideas? What seem to be the obstacles to getting thoughts down on paper? How does the student attempt to spell words she does not know? Does the student reread what she has written? Does the student talk about or share her work with others as she is writing it? What kind of changes does the student make to her first draft?

In order to make instructionally relevant observations, the observer must work from a conceptual model of what the writing process should be. Educators have reached little consensus regarding the number of steps in the writing process. Writing experts have proposed as few as two (Elbow, 1981) and as many as nine (Frank, 1979). Englert, Raphael, Anderson, Anthony, and Stevens (1991) provided a model of a five-step writing process using the acronym POWER: Plan, Organize, Write, Edit, and Revise. Each step has its own substeps and strategies that become more sophisticated as the students become more mature as writers, accommodating their style to specific text structures and purposes of writing. Assessment of the writing process can be done through observation of students as they go through the steps of writing.

Having students assess their own writing process is also important for two reasons. First, self-assessment allows students an opportunity to observe and reflect on their own approach, drawing attention to important steps that may be overlooked. Second, self-assessment following a conceptual model like POWER is a means of internalizing an explicit strategy, allowing opportunities for the student to mentally rehearse the strategy steps. Figure 1 is a format for both self-observation and teacher observation of the writing process following the POWER strategy. Similar self-assessments or

observation checklists could be constructed for other conceptual models of the writing process.

Figure 1. Using a five-step conceptual model for student and teacher observation of the writing process

POWER Looking at How I Write			
My Comments		Teacher Comments	
Plan			
I chose a good topic	Yes	No	
I read about my topic	Yes	No	
I thought about what the readers will want to know	Yes	No	
I wrote down all my ideas on a "think sheet"	Yes	No	
Organize			
I put similar ideas together	Yes	No	
I chose the best ideas for my composition	Yes	No	
I numbered my ideas in logical order	Yes	No	
Write			
I wrote down my ideas in sentences	Yes	No	
When I needed help I... ____did the best I could ____looked in a book ____asked my partner			

_____asked the teacher			
Edit			
I read my first draft to myself	Yes	No	
I marked the parts I like	Yes	No	
I marked the parts I might want to change	Yes	No	
I read my first draft to my partner	Yes	No	
I listened to my partner's suggestions	Yes	No	
Rewrite			
I made changes to my composition	Yes	No	
I edited for correctness	Yes	No	
I wrote the final draft in my best writing	Yes	No	

Simple ways to assess the product

An effective writing process should lead to a successful product. A writing product fulfills its communicative intent if it is of appropriate length, is logical and coherent, and has a readable format. It is a pleasure to read if it is composed of well-constructed sentences and a rich variety of words that clearly convey the author's meaning. When various conceptual models of writing are compared side by side (Isaacson, 1984) five product variables seem to emerge: fluency, content, conventions, syntax, and vocabulary. Too often teachers focus their attention primarily on surface features of a student's composition related to the mechanical aspects of writing, or conventions. A balanced assessment should look at all five aspects of a student's writing. The following are simple methods for assessing each product variable. In some instances quantifiable measures are used; in others, qualitative assessments seem more appropriate.

Fluency

The first writing skill a teacher might assess with a beginning writer is fluency: being able to translate one's thoughts into written words. As concepts of print and fine motor skills develop, the student should become more proficient at writing down words and sentences into compositions of gradually increasing length. The developmental route of very young writers involves trying to understand what written language is about as they look at books, become aware of environmental print, and put pencil to paper (Clay, 1982). Then children try to relate their experiences in writing using invented spelling. As they begin to construct little stories they explore spelling patterns and develop new language patterns. Clay (1979, 1993) recommends a simple rating scale for emerging writing skills that focuses on language level (from only letters to sentences and paragraphs), message quality, and directional principles

Figure 2. Rating a child's early attempts at writing (Clay, 1993)

Language Level

Record the highest level of linguistic organization used by the child:

1. Alphabetical
2. Word (any recognizable word)
3. Word group (any two-word phrase)
4. Sentence (any simple sentence)
5. Punctuated story (of two or more sentences)
6. Paragraphed story (two themes)

Message Quality

Record the number for the best description on the child's sample:

1. *He has a concept of signs (uses letters, invents letters, used punctuation)*
2. *He has a concept that a message is conveyed*
3. *A message is copied*
4. *Repetitive use of sentence patterns such as "Here is a..."*

5. *Attempts to record own ideas*

6. *Successful composition*

Directional Principles

Record the number of the highest rating for which there is no error in the sample of the child's writing:

1. *No evidence of directional knowledge*

2. *Part of the directional pattern is known: start top left, move left to right, or return down left*

3. *Reversal of the directional pattern (right to left and return down right)*

4. *Correct directional pattern*

5. *Correct directional pattern and spaces between words*

6. *Extensive text without any difficulties of arrangement and spacing of text*

A simple curriculum-based measure of fluency is total number of words written during a short writing assignment. When fluency is the focus, misspellings, poor word choice, and faulty punctuation are not considered. Attention is only directed to the student's facility in translating thoughts into words. A baseline of at least three writing samples should be collected and the total number of words counted for each. For the purpose of evaluation, this total can be compared with those of proficient writers of the same age or grade level. However, total words may be used best in monitoring the student's progress, comparing performance with his or her own previous fluency.

A resulting IEP objective might be written like this: After a group prewriting discussion with the teacher, Daniel will write original narrative compositions of [40] words or more. A rough guideline for setting the criterion can be established from research reported by Deno, Mirkin, and Wesson (1984) and Parker and Tindal (1989):

a. If the total number of words is less than 20, aim for doubling it by the end of the school year.

b. If the number of words is between 25 and 30, aim for a 50% increase.

- c. *If the number of words is between 35 and 45, aim for a 25% increase.*
- d. *If the number of words is greater than 50, choose another objective.*

Content

Content is the second factor to consider in the writing product. Content features include the composition's organization, cohesion, accuracy (in expository writing), and originality (in creative writing).

General questions the classroom teacher can ask regarding a composition's organization include:

- a. *Is there a good beginning sentence?*
- b. *Is there a clear ending?*
- c. *Is there a logical sequence of subtopics or events?*

Cohesion questions include:

- a. *Does the writer stick to the topic?*
- b. *Is it clear what words like it, that, and they refer to?*
- c. *Does the writer use key words that cue the reader to the direction of the discourse (First... , Then... , Therefore... , On the other hand...)?*

Originality is assessed through questions like:

- a. *Did the writer attempt humor?*
- b. *Did the writer present a unique point of view?*

Analytical scales are the best way to lend some objectivity to evaluation of content. One can choose from a general rating scale, appropriate to almost any writing assignment, or one tailored to a specific genre or text structure. Spandel and Culham (1993) developed an analytical trait scoring guide for six aspects of writing, three of which address content: Ideas and content, organization, and voice. (Voice refers to the author's own unique personality, style, and honesty reflected in the writing.) Each of these traits is scored on a five-point scale. For example, organization is scored using the following guidelines:

A composition that is somewhat better organized than described by the guidelines for 3 but does not quite fit the descriptors for 5 would receive a rating of 4. Similarly, a rating of 2 falls between the descriptors for 1 and 3.

Analytical scoring guidelines such as these are used in many state writing assessments. There are two limitations to scales such as these. First, teachers must spend many hours learning the rubrics and discussing student compositions in order to establish any degree of integrater reliability. Second, these scales may not be sensitive enough to measure growth in students with emerging literacy skills who are unable to achieve a rating above 1 or-at the most-2.

For many students, writing instruction begins with smaller units of discourse, such as a paragraph. Welch and Link (1992) recommended an informal paragraph assessment that focuses on each of a paragraph's three parts: topic sentence, supporting sentences, and clincher sentence (Figure 3). Each part can receive a point for its existence, its form (grammatical correctness), and its function (relevance to the topic). Both topic sentence and clincher sentence can earn only one point for each of the three criteria, but up to three supporting sentences can be scored for existence, form, and function. This scale could be used to evaluate almost any kind of paragraph.

Figure 3. Informal assessment of a paragraph composition
 Source: Welch, M. & Link, D.P. (1992) Informal assessment of paragraph composition. *Intervention in School and Clinic*, 27(3), 145-149.

Saguaro Cactus. The large cactus you see in pictures the desert is saguaro cactus. The Squaro cactus is very painfull if you touch it. But it isn't as painful as being stabbed with a knife. It is against the law kill saguaros in the desert. I have seen som with about therty arms.

TOPIC SENTENCE:				
Existence	1			(A topic sentence was written, but it was not grammatically correct.)
Form	0			
Function	1			

SUPPORTING SENTENCES:

Existence	1	1	1	(Scored on the 2nd, 3rd, and 4th sentences.)
Form	1	1	0	
Function	1	0	1	(The 3rd sentence does not support the topic. The 4th is not grammatical.)

CLINCHER SENTENCE:

Existence	0			No clincher sentence was written.
Form	0			
Function	0			
Total points earned	=	9		
Total points possible	=	15		
Total points earned				
Total points possible	x	100	=	60%

Writing instruction for students with special needs also may focus on specific text structures. An example of a structure-specific scale is one that Isaacson (1995) devised for evaluating factual paragraphs written by middle school students (Figure 4). Isaacson's scale reflects the conceptual definition of fact paragraphs taught to the students: (a) A fact paragraph has more than one sentence; (b) The first sentence tells the topic; (c) All other sentences are about the topic; (d)

Sentences tell facts, not opinions; and (e) The most important information is given first. Judgments of factual accuracy and fact vs. opinion make the scale specific to factual paragraphs.

Figure 4. Analytical scale for factual paragraphs

Content			
Does the first sentence tell the topic?		0	1
Are all the other sentences about the topic?		0	1
Do the sentences tell about facts, not opinions?		0	1
Are the facts accurate?	0	1	2
0 = Some facts are clearly inconsistent with source material			
1 = Some facts are questionable (content not covered in source material)			
2 = All facts seem accurate			
Is amount of information sufficient?		0	1
0 = Very little information given to reader or information is of trivial nature			
1 = Sufficient information is provided			
Is information presented in logical order?	0	1	2
0=Random or stream-of-consciousness order			
1=Some improvement possible			
2 = Clear, logical order			
Is the most important information or main idea first?		0	1
TOTAL SCORE		____/ 9	

Harris and Graham (1992) provided another example of a structure-explicit measure for teaching and assessing the inclusion and quality of eight story elements in stories written by students with learning disabilities: introduction of the main character, description of the locale, the time in which the story takes place, a precipitating event (or starter event), the goal formulated by the character in response to the starter event, action(s) carried out in an attempt to achieve the goal, the ending result, and the final reaction of the main character to the outcome. Each story element receives a numerical score for its inclusion and quality of development. The validity of the scale was demonstrated by its correlation with Thematic Maturity scores on the Test of Written Language and holistic ratings of story quality (Graham & Harris, 1986). A resulting IEP objective for content might read: Using a story map, John will plan, write, and revise a story which includes a description of the character, setting, problem or goal, two or more events, and conclusion. (A story map is a planning sheet that prompts students to think about and write down their ideas concerning the character, setting, and other components of a good story before they write.)

Conventions

In order to fulfill the communicative function of writing, the product must be readable. Writers are expected to follow the standard conventions of written English: correct spelling, punctuation, capitalization, and grammar and legible handwriting. Consequently, even if the message is communicated, readers tend to be negatively predisposed to compositions that are not presentable in their form or appearance. Teachers traditionally have been more strongly influenced by length of paper, spelling, word usage, and appearance than by appropriateness of content or organization (Charney, 1984; Moran, 1982).

Counting correct word sequences is one quantitative method of measuring and monitoring students' use of conventions. Correct word sequences (CWS) are two adjacent, correctly spelled words that are grammatically acceptable within the context of the phrase (Videen, Deno, & Marston, 1982). Capitalization and

punctuation also can be considered within the sequence. To calculate the proportion of CWS:

a. Place a caret (^) over every correct sequence between the two words that form the sequence.

b. Place a large dot between every incorrect sequence. Place dots before and after misspelled words.

Example: o my ^ dog o chasd o the ^ ball^.

c. The first sequence is not comprised of two words but marks how the sentence was begun. (Sentence beginning to first word my is marked as an incorrect sequence because the M is not capitalized.) The last sequence is the last word to period, question mark, or other appropriate ending punctuation.

d. To control for length of composition either (a) time the writing sample for 3 minutes (the student may continue writing after a mark is made indicating the last word written in the 3-minute period) and/or (b) divide the number of CWS by the total number of sequences (correct and incorrect), which gives the proportion of CWS.

e. Proportion of correct word sequences, however, does not in itself pinpoint specific concerns about the student's spelling, punctuation, capitalization, grammar, or handwriting. The diagnostic function of assessment will only be met if the teacher also notes the student's strengths and weaknesses as in Figure 5.

Figure 5. Diagnostic analysis of conventions

About Sell My Cow

I go to the Ranch at 5:30 in morning. I Ride my Horse with My Dad. get my Cow in the Barn. I Leave My cow and Calf. My DaD gave Shot to Calf. We took My Calf to Downtown. My fReind ride my horse. My horse is Black. My freind have red horse. But I need my cow to Born in feB 1st 1992. I am sell my Cow to calf for town But I have fun in Ranch in town. But I Like my money Back to for

sell my Calf. But I need money Back to me. My Dad Siad no money back now
Wait to little to me.

Convention	Strengths	Errors
Spelling	Almost all words spelled correctly	Reversals in vowel combinations: ie/ei (friend), ai/ia (said)
Capitalization	Begins all sentences but one with uppercase letters.	Irregular use of uppercase where not required and even in middle of words. Month ("feB") not capitalized.
Punctuation	Correct ending punctuation in every sentence but one. Use of colon for time (5:30).	No comma in date (feB 1st 1992) or before the word but in compound sentence.
Grammar	Simple sentences are grammatically correct.	Inconsistent use of past tense. Missing articles ("My DaD gave Shot to Calf.") Problems with gerunds ("am sell"/am selling).
Handwriting	Legible. Good spacing and alignment.	

Like the other assessments discussed in this article, these methods can be useful for instructional planning. A resulting IEP objective addressing conventions, for example, might read: Using a 4-step editing strategy, Kevin will reread his composition checking for correct capitals, punctuation, spelling, and overall appearance, writing a final draft with 2 or less mechanical errors.

Syntax

As discussed previously, a child's early attempts at writing move from writing single words to writing word groups and sentences (Clay, 1993). Beginning writers often produce sentences that follow a repeated subject-verb (S-V) or subject-verb-object (S-V-O) pattern. The composition in Figure 5 was written by a ten-year-old female deaf student. The beginning of the composition reveals this typical repetitious pattern to a certain degree in its first few sentences: "I go... I Ride my Horse... [I] get my Cow... I Leave My cow..." A more mature writer will vary the sentence pattern and combine short S-V and S-V-O sentences into longer, more complex sentences.

Powers and Wilgus (1983) examined three parameters of syntactic maturity: (a) variations in the use of sentence patterns, (b) first expansions (six basic sentence patterns formed by the addition of adverbial phrases, infinitives, and object complements, and the formation of simple compound sentences), and (c) transformations that result in relative and subordinate clauses. Adapting Power and Wilgus's analysis of patterns suggests a simple schema for evaluating the syntactic maturity of a student's writing:

Fragment: A group of words that does not make a complete sentence

Examples: His old shirt. Nina and Fred too.

Level 1 Repetitious use of a single pattern (simple sentences). Example: I like my horse. I like my dog. I like my kitty. I like to feed my kitty.

Level 2 Use of a variety of simple sentence patterns.

Examples: I have a new toy. (S-V-O) It is big. (S-Vbe -Adj) It came in the mail. (S-V-PP)

Level 3 First expansions: (a) addition of an adverbial or gerund phrase, or (b) the making of a compound sentence by combining two simple sentences with the word and.

Examples: Our baby sitter sleeps all the time. To go faster, we push it. I ate the cookie and my brother ate the candy bar.

Level 4 Complex sentences (transformations in which one sentence is embedded within another as a subordinate clause)

Examples: The man wants to live where there is no pollution. Since John was late, we had to start without him.

Seldom does a student write sentences at only one level of syntactic maturity. One determines a syntactic level by analyzing all the sentences in the sample and summarizing them according to the type most often used. Occasionally one might characterize a student's syntactic level as being a transitional Level 2/Level 3 or Level 3/Level 4.

A resulting IEP objective for syntax might read: Daniel will plan, write, and revise a descriptive paragraph using mature sentences, at least half containing embedded clauses or adverbial phrases.

Vocabulary

The words used in a student's composition can be evaluated according to the uniqueness or maturity of the words used in the composition. Both quantitative and qualitative methods can be used to evaluate vocabulary. Quantitative methods include calculating the use of unrepeated words in relation to the total number of words, such as Morris and Crump's (1982) corrected type-token ratio. A simpler classroom-based method of looking at vocabulary is to simply make note of words used repetitiously (over-used words) as well as new and mature words the student uses.

Example: Over-Used Words: New Mature Words

- awesome
- inspiring

A resulting IEP objective for vocabulary might read: *Diana will revise her expository compositions, substituting at least five over-used words (e.g., is) for more interesting action words.*

Taking into account the purpose

Being skilled is not just knowing how to perform some action but also knowing when to perform it and adapt it to varied circumstances (Resnick & Klopfer, 1989, p. 4). Being a skilled writer requires knowing how to employ the writing process across a range of writing tasks and adapt the process to the specific purpose for writing.

Instruction often begins with story structures because they represent the genre most familiar to children. Children also use and depend upon narrative as their principal mode of thinking (Moffett, 1983). However, several educators (Hennings, 1982; Sinatra, 1991; Stotsky, 1984) have called for more emphasis on descriptive and expository text structures which relate more closely to real life writing tasks.

Different purposes for writing call for different text structures. Writing a story calls for a narrative text structure that includes a character, setting, problem, etc. Writing about one's beliefs calls for a persuasive text structure that includes discussion of the problem, statement of belief, two or three reasons for the belief, facts and examples that support the reasons, etc.

Assessment of writing skills, therefore, should take into account a variety of purposes and text structures. Purposes and genres to consider include: personal narrative (my trip to the state fair), story narrative, descriptive, explanation of a process (how to give your dog a bath), factual report, letter, compare-contrast (compare the Allegheny Mountains with the Rocky Mountains), and persuasive.

Summary

Simple curriculum-based assessments can be used to assess the writing process and products of students with learning disabilities, as well as take into account purpose. The assessments recommended in this article also adequately fulfill the purposes of assessment as discussed at the beginning of the article: identifying strengths and weaknesses, planning instruction to fit diagnosed needs, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress. A teacher might use these methods at the beginning of the year

to do a quick sizing-up of student instructional needs. The process checklist in Figure 1 gives the teacher important diagnostic information about the strategies a student does or does not use when writing.

A quick assessment of product variables from the first two or three writing assignments also gives the teacher important diagnostic information about skill strengths and weaknesses. The teacher then should use the initial assessment to identify instructional targets. Some students, for example, may do pretty well at planning their composition, but do little in the way of effective editing. Other students may have creative ideas, but need considerable work on conventions. Some students may do pretty well with writing stories, but need to learn how to write factual paragraphs.

All classroom-based assessment should involve the student. Self-assessment helps students take ownership for their own writing and helps them internalize the strategies they are learning. The teacher's feedback should be given judiciously: generous in the encouragement of ideas and improved skills, but cautious in correction. Corrective feedback should only focus on those few skill targets that have been addressed in instruction.

Simple classroom-based methods also can be used to monitor student performance and report progress. Figure 6 is an assessment summary sheet that could be used to give a profile of a student's skills across a variety of writing purposes and genres. In an assessment portfolio the summary sheet would be accompanied by representative samples of a student's writing with both the student's and teacher's evaluations. After an initial assessment of student strengths and weakness across fluency, content, conventions, syntax, and vocabulary, the teacher would not necessarily need to monitor all the product factors, just those that focus on the student's greatest challenges and priority instructional objectives.

Figure 6. Assessment summary sheet

Writing Portfolio Summary

Student:	Teacher:
Date:	Genre:
Fluency	
Number of Words	
Approximate Time	
Content	
Structure (Beginning, middle, end; story schema or other text structure)	
Cohesion (Adherence to topic; use of key words)	
Originality (Unique point of view; attempts at humor)	
Conventions	
% Correct Word Sentences	
Spelling Problems, punctuation or capitalization errors, grammar, other	
Syntax	
% Fragments	
Level 1 (simple repeated)	
Level 2 (simple varied)	

Level 3 (expansions)	
Level 4 (complex)	
Vocabulary	
Unique/Mature Words	

In conclusion, on-going assessment of writing is integral to effective teaching of writing. A teacher cannot make an appropriate instructional match between a student's skills and appropriate tasks without assessment. A teacher cannot ensure a student's success and make necessary adjustments in instruction without engaging in frequent assessment. Careful, thorough assessment of a student's writing requires that the teacher have a sound conceptual model of written expression taking into account process, product, and purpose.

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Lecture 12: Teaching Grammar in Secondary Schools

Outline:

1. *What are we trying to Teach?*

2. *What are we trying to measure?*

3. *What are the most common test formats for testing grammar?*

Sometimes we can face metaphorical issues in the grammar context as well. It is so like, when it comes to test and analyse economical metaphors in the texts. As we know that, economy, like politics, has a close relationship with human beings and human society. It is so important an aspect of people's life that in everyday speech people inevitably speak of economy and related topics. These economic terms such *as stock, equity, insurance, interests, GDP, financial deficit, budget* are very familiar to English-speaking people and used in their daily life from time to time.

In 1980, Lakoff and Johnson published their famous book, *Metaphors We Live By*, which is one of the most important works within cognitive linguistics. In "*Metaphors we Live By*", they point out the importance of metaphor. Metaphor is permeable in everyday life and plays an indispensable role in defining the way people perceive the world and the way we react to the world. As Lakoff and Johnson (1993) observe, metaphor is now a concept with multidisciplinary implications and its use has been found "in virtually every aspect of human thought: physical science, biological science, economics, law, political theory, psychology, art, philosophy, business, morality and even poetry". As claimed by the contemporary theory of metaphor, economics should also abound with metaphors.

The contemporary theory of metaphor also claims that abstract concepts are understood via metaphor mapping the concrete and physical onto the abstract and nonphysical, then how are abstract economic concepts structured in terms of metaphor in this special field of economics. Guided by the theory, much research in various subjects and fields has been made and

has yielded rich harvests. But metaphor on economic discourse, as a branch of metaphor, did not arouse linguists' special attention until the past 20 years. With a view to apply the contemporary theory of metaphor, it is necessary to investigate metaphor use in non-literary works with special reference to economics, especially media economics in which metaphors are often overlooked. The research about metaphor on economic discourse is rather limited. Therefore, this study is intended to make some explorations into the use of metaphor in economics texts by applying the contemporary theory of metaphor.

Multiple Choice

John usually _____ from Monday to Friday

a. Woks b . Worked c . Has worked d. is working

- **They can be tricky**
- **Knowledge is limited to options provided**
- **Difficult to construct at higher levels**
- **Encourages guessing (25% change)**
- **More than one option may be possible**
- **All options must be grammatically possible**

Gap- Filling

John usually _____ (work) from Monday to Friday

- **They must be part of a broader context**
- **More than one option may be possible**
- **First gap may be offered as a sample**
- **Knowledge is limited to options provided**
- **Limitations result in negative backwash**
- **Focus should be on the aspect assessed**

Practical Value :

1. Put the words in the correct order to complete the sentences 1-7.

1 / The male / the main income earner / was / in the last century /

2 / are / extended families / Do you know / traditional in Japan? / whether /
3 / gives / benefits / poorer families / The government /
4 U / always / don't / get on well / Family members /
5 / by men and women / Household tasks / often / shared / are /
6 / are / Single parent families / becoming / in Western society / increasingly /
common /
7 / There / the family structure / is less important / urgently / on why / need to
be studies /

2. Add the punctuation to the following passage,

how important is the family it could be argued that the family is a structure in decline yet many sociologists now claim that we are beginning to see a renewal in family values and family structures jason lloyd an eminent sociologist at the university of salford claims that today people are yearning for the days of traditional family values he asserts ... we can see examples of a renaissance of family values everywhere in the tv adverts that sell products using happy families in the promotions of seasonal family celebrations like Christmas even in the language of politicians about social cohesion lloyds claims have recently been echoed by other sociologists around the globe which gives them even more weight so are we beginning to see a return to the traditional family structure only time will tell

3. Complete the sentences 1-4 with words from the following text.

The problem with climate change

In general scientists agree that climate change is happening. However, the point that they disagree on is the speed at which it is happening. For example, Professor Jenkins and Dr Brody at Colombia University think that we are entering a period of rapid climate change, whereas some climatologists from UCLA are of the opinion that the speed of climate change is likely to peak by 2020 and then slow down for the remainder of the 21st century as emissions from developing nations stabilise. The fact that each group of scientists has a different opinion is

difficult for people to comprehend and has an effect on the general public's reactions to changes in the law related to climate change. Both governments and scientists have tried to make the information on climate change accessible to everyone but because of its complexity this has not been possible.

1 Neither Professor Jenkins nor Dr Brody_____ that climate change is slowing down.

2 _____ have the view that climate change will speed up over the next few years.

3 Difference of opinion_____ for the general public to understand.

4. Due to the fact that climate change data is complex, the _____ have not been able to make climate change data accessible to people.

4. Decide if the following pairs of sentences have the same meaning or a different meaning.

Write S (same) or D (different).

1 The Coliseum is not nearly as old as Stonehenge.

Stonehenge is considerably younger than The Coliseum. _____

In Europe the same percentage of people live in flats as live in houses.

As many people live in houses as live in flats in Europe. _____

This village isn't nearly as picturesque as the last one we visited.

This village is almost as picturesque as the last one we visited. _____

Urbanization in Asia has been increasing more quickly than in Europe.

In Asia, urbanization hasn't been increasing as quickly as in Europe. _____

Our new house in the suburbs has got as much space as our old house in the city centre.

Our new house in the suburbs is as spacious as our old house in the city centre. -----

You can walk between places in the city center as easily as taking public transport.

You can walk between places in the city center more easily than taking public transport. _____

TEST FOR PRACTICE

1 The lift is out of _____ so we'll have to walk.

Order

Function

Running

Work

2. Dinner will be ready _____ but we have time for a drink before then.

Presently

Lately

Currently

Suddenly

3. What do you _____ to do about the problem now that this solution has failed.

Intend

Think

Pretend

Attempt

4. We have _____ for a new secretary but we haven't had any replies yet.

Advertised

Advised

Announced

Noticed

5.I've _____ for the job and I hope I get it.

Applied

Appoligise

Presented

Succeeded

6.He threw the box out of the window and it fell to the _____ outside.

Ground

Floor

Plain

Flat

7.100 competitors had _____ the race.

entered for

put their names for

put themselves for

taken part

8.I'm very _____ to you for your help.

Grateful

Agreeable

Pleased

Thanks

9.He's so mean that he wouldn't give a beggar a _____ of bread.

Crust

Shell

Peel
Skin

10. Will you be able to come to the party? I _____ .
am afraid not
believe yes
don't hope so
don't expect

11. I never expected you to turn _____ at the meeting. I thought you were abroad.
Up
On
In
Around

12. The plane is just going to take _____.
Off
Out
Away
Up

13. In this series of questions, three words have the same sound but one does not. Choose one that does not.
Peace
Knees
Freeze
Keys

14. In this series of questions, three words have the same sound but one does not. Choose one that does not.

Home

Sum

Crumb

Come

15. In this series of questions, three words have the same sound but one does not. Choose one that does not.

Water

Greater

Bitter

Later

16. In this series of questions, three words have the same sound but one does not. Choose one that does not.

Weak

Shake

Steak

Ache

LECTURE 13: TEACHING VOCABULARY IN SECONDARY SCHOOL

Lecture outline:

1. The importance of Vocabulary Comprehension.

- 1. The Most Difficulties of Teaching Vocabulary in a Foreign Language.*
- 2. The Content of Teaching Vocabulary in English.*

Theoretical basis:

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the easiest way to assess whether a student has mastered these new vocab words is to give them a closed book test in which they must provide the definitions.

However, this type of formal test is an incomplete method of assessing vocabulary because: It is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it. The true value of knowing a word is to be able to use it; and knowledge of a word is often easiest to obtain if the word is used in context. Having a strong vocabulary allows you to communicate well with others and to succeed on standardized tests. Teachers teach vocabulary to students in their first language as well as to students who learn a foreign language. Methods of assessing vocabulary differ depending on your aim in testing the vocabulary knowledge.

Practical value :

1 Match the words from the box to the correct form of art.

band, chapter, conductor, exhibition, interval ,screenplay ,sculpture ,stage
,subtitles ,volume,

music: __

literature: __

visual arts: __

theatre: __

film: __

2 Circle the correct answer.

- 1 The book has a very interesting
A plot. B bestseller. C volume. D fiction.
- 2 The main _ in The Chronicles of Narnia are four children.
A persons
B chapters
C characters
D people
- 3 I'm reading the novel 1984 _ George Orwell.
A of B on C by D at
- 4 Jimi Hendrix's first album Are You Experienced?
was _ in 1967.
A published B released C shown D sold
- 5 In The Departed Leonardo di Caprio _ as police officer Billy Costigan.
A plays B acts C stars D presents
- 6 John Constable painted _ of the English countryside.
A portraits B still lifes C masterpieces D landscapes
- 7 Jane Austen's novel Pride and Prejudice _ the story of two sisters.
A tells B says C gives D presents
- 8 The Lord of the Rings is _ in an imaginary world called Middle-earth.
A placed B set C situated D based
- 9 Martin Scorsese's film Goodfellas is _ on a true story.
A made B filmed C based D hot
- 10 A Hitchhiker's Guide to the Galaxy was _ into a film in 2005.
A turned B adapted C based D made

2. What are the opposites of these adjectives? In some cases, you can add a prefix or a suffix; in other cases you may need to think of a completely different word.

satisfied risky unwise precise meaningful collectivist
inferior significant competitive miserable

3. Match the words on the left with those on the right to form commonly occurring verb-noun combinations. Example: to meet someone 's needs

to draw up data
to fulfil expectations

to gather league
to meet tables
to suffer someone's needs

Questions for comprehension

- 1 What are the aspects in making vocabulary test?
- 2 What aspects are tested in the vocabulary test ?
- 3 How to test vocabulary?
- 4 What are the techniques to test vocabulary and give the example?
5. Can you suggest any games and interactive activities to improve vocabulary ?

TEST FOR PRACTICE

1.I don't want to go into the sea. I'd rather lie on the _____.
Beach
Cost
Bank
Seaside

2.I'm _____. I didn't pass the examination but I'll do better next time.
Disappointed
Despaired
Disillusioned
Deceived

3.The lecture was so _____ that everyone went to sleep.

Boring

Bored

Tiring

Tired

4.I _____ an answer to my letter within a few days.

Expect

Wait

Look forward

Hope

5.It's on the top shelf, out of _____.

Reach

Distance

Touch

Attempt

6.He's worked so _____ that he deserves a rest.

Hard

Intensive

Hardly

Roughly

7.Would you _____ holding this box for me while I open the door?

Mind
Matter
Like
object

8.He is _____ dark glasses to protect his eyes from the sun.
Wearing
Fitting
Bearing
tearing

9.He has told to get off the bus because he couldn't pay the _____.
Fare
Journey
Travel
Bill

10.They have put the bird in a cage to _____ it from flying away.
Prevent
Avoid
Hinder
Resist

11.He has some very _____ habits. He always has a bath with his clothes on.

Strange
Rare
Uneven
Foreign
12.The _____ outside the house said “Private”.
Notice
Label
Advice
Signal

13.If the boss sees you doing that, you’ll get into _____.
Trouble
Nuisance
Mess
Problem

14.I was so _____ by the news that I don’t know what to say.
Amazed
Marveled
Admired
Wondered

Lecture 14 : TO TEST AND ASSESS PORTFOLIO

Theoretical basis :

1.1. The Portfolio consists of the documents described in SECTION 2 of the Program of Examination as laid out in the Agreement and amending No additional documents are to be provided by an applicant.

1.2. The Portfolio is assessed according to the criteria described in SECTIONS 2 and 3 of the Program of Examination.

1.3. Applicants, who get the mark equal to 0 as a result of the assessment of Portfolio, are not allowed to take part in .

There are six questions to be addressed when considering any assessment system: why, what, how, when, where, and by whom. Each of these questions is addressed in turn in relation to portfolio assessment. Why Portfolio Assessment? As indicated above, the potential of portfolios to assess student performance and curriculum outcomes related to attitudes and professionalism is the major driver for the use of portfolio assessment. Various assessment tools such as tutor rating scales, peer ratings, and patient feedback can be included in the portfolio to provide evidence of the student's or trainee's performance.

The results of other examinations, however, can also be included within the portfolio framework: written tests, such as multiple-choice question (MCQ) examinations, that assess the candidate's knowledge; other written tests, such as extended matching item (EMI) questions or short-answer questions (SAQs), that assess the candidate's application of knowledge; and the objective structured clinical examination (OSCE), which assesses the candidate's competence in a simulated examination setting. Thus, assessment results at all four levels of Miller's pyramid may be included within the portfolio framework to provide a holistic view of the candidate. Portfolio assessment can be used for formative

assessment,⁹ for summative assessment,² or both.^{10, 11} This makes the portfolio a flexible and robust assessment method.

12 What can be Assessed using Portfolios? Assessment must be focused on the learning outcomes of the curriculum. The attraction of the portfolio is that it can include evidence of achievement of all the learning outcomes within its structure.

How to Implement Portfolio Assessment? Portfolio assessment has five stages:

1. Collection of evidence of achievement of learning outcomes 2. Reflection on learning 3. Evaluation of evidence 4. Defense of evidence 5. Assessment decision

1. Collection of evidence of achievement of learning outcomes – The student collects evidence of achievement of the learning outcomes during his or her day-to-day learning activities, interaction with patients, or other studies. The evidence can be anything from a tutor rating to evidence of visiting a patient's home, which the student thinks has helped her or him achieve the curriculum learning outcome(s). “The evidence in portfolios,” suggest Friedman Ben-David et al., “is limited only by the degree of the designer's creativity.”¹³ Some categories of information that can be included in the portfolio are . best essays . written reports of research projects . evaluations of performance (e.g., tutor reports, checklists, patient evaluations) . videotapes of interactions with patients or peers . records of practical procedures mastered . annotated anonymized patient records . curriculum vitae Much of this material will be submitted by the student for marking and feedback during the portfolio-building process. Traditionally, most of the evidence collected has been paper-based. Portfolios, however, are increasingly becoming computer-based (i.e., e-portfolio).¹⁴ E-portfolios have addressed, at least partly, concerns regarding the volume and portability of the traditional paper-based portfolio. Although students may collect any evidence they wish, this tends to make the portfolio unmanageable—a drawer for “everything but the kitchen sink.” A broad structure for the portfolio is needed to standardize content for summative assessment purposes. Balance is required between structure, to provide suitable material for summative assessment, and student selection of portfolio content to express the individuality and creativity of the candidate. “It is advisable

to add structure to the assessment but to refrain from over structuring, as this tends to trivialize the measurement.” The student will have to exercise discretion not only regarding the type of material to be included in the portfolio but also in deciding the volume of portfolio material. “Too much information can create an unwieldy collection of documents that only the owner can decipher,” while too little will be an underrepresentation of achievement. Creating an assessment blueprint, a grid that meshes curriculum outcomes with curriculum content, is one of the best ways to ensure that the portfolio has sampled all the content and represented all the outcomes in appropriate amounts and proportions. The portfolios used to revalidate Tay side general practitioners provide an example of a framework that has achieved the required balance between outcomes and content without compromising either. Summarizing portfolio content, Stecher¹⁸ states that portfolio content should have diverse products of student learning; be cumulative (i.e., should contain work completed over a period of weeks or months); and be embedded in instruction (i.e., entries are drawn from ongoing work).

2. Reflection on learning –Reflection, according to a model developed by Schon¹⁹ as quoted by Challis, is “revisiting an experience after the event, in order to extract the principles and effectively ‘bank’ these for future use.” This is “reflection on action.” The reflective process should be directed to promote learning, personal and professional development, and improvement of practice.²¹ In the context of portfolio assessment, reflection must answer four questions relating to a learning experience: What did I learn? What do I still need to learn? What resources did I use for further learning? and What further learning was achieved?

3. Evaluation of evidence – Once the student submits the portfolio, assessors will evaluate the quality of the evidence it contains. The assessors rate the student’s achievement of the learning outcomes on rating scales, anchored with precise and specific descriptors of behavior at each point on the scale. Such rating scale rubrics help benchmark the passing standard in the standard-setting process of portfolio assessment. Because of the subjective nature of the assessment

decisions involved in the use of rating scales, ratings of several examiners must be collated to arrive at a reliable evaluation of the portfolio evidence of a particular student. Evaluation of evidence provides feedback to both assessor and assessee. The assessor, by analyzing the evidence of performance in the portfolio, finds out how successful the teaching/training has been and what changes are needed for improvement. In practice, it is crucial that the evaluation of the evidence be an ongoing process, with feedback provided for students throughout the period of portfolio building. The feedback indicates to the assessee what her or his strengths and weaknesses are and what areas need improvement. For this reason, it is imperative that students know how to interpret the assessors' ratings. Involving students in designing the rating scales, as reported by Williams in a middle-school portfolio assessment in the United States, may be an effective way of sharing the assessment criteria with the students. Profiling students' progress toward the learning outcomes over time will facilitate this feedback process.

Defense of evidence – At this stage, the examiners interview the candidate to probe how well the portfolio has reflected his or her achievement of the learning outcomes. The examiners use the interview to confirm or refute the decisions they made regarding the candidate's strengths and weaknesses in terms of the learning outcomes when they read and evaluated the portfolio in stage 3. It is our experience at Dundee Medical School that if the examiners, following their initial evaluation of portfolio evidence, think that a student has clearly passed, subsequent discussion of portfolio evidence between the student and the examiners may not be essential. The stage of defending portfolio evidence might be restricted only to borderline, failing, and honors candidates. However, the students appreciate the opportunity to discuss their portfolio work with the senior faculty, and so this portfolio assessment stage has been retained.

5. Assessment decision – Pre-validated rating scales with clearly defined descriptors are used to assess the evidence. The expected standard of performance, as a point on the rating scale, is agreed by the examiners prior to the assessment. Any disagreement regarding the standard of student performance is resolved by discussion between the examiners after the

student interview. In essence, the assessment decision is taken by consensus among the examiners. When Should the Assessment be Carried Out? The portfolio demonstrates the student's progress toward achievement of curriculum outcomes over time. Portfolio assessment is thus an ongoing process (i.e., continuous assessment), charting student progress toward the expected standard in each exit learning outcome. For each candidate to benefit from such ongoing assessment, his or her portfolio supervisor must have regular review sessions to discuss the ratings with the student and monitor the student's progress toward the curriculum learning outcomes. Supervising a student who is building a portfolio is a process akin to master's degree or PhD supervision. Where Should the Assessment be Carried Out? Portfolio assessment is carried out where the students learn and practice what they will do in their future professional career (i.e., ward, operating theater, clinic, community, etc.). This confers on portfolio assessment a degree of authenticity that few other assessments can claim to have. By Whom Should Assessment be Carried Out? It is important that the portfolio contain feedback and/or ratings from a range of stakeholders with whom the students have come into contact during their training, including tutors, peers, other health care workers, and patients. It may also contain the ratings of the assesses themselves (self-assessments). Thus, portfolio assessment is similar to 360-degree assessment.

ISSUES RELATED TO PORTFOLIO ASSESSMENT

Validity is the extent to which the assessment measures what it purports to measure. In the context of portfolio assessment, validity is the extent to which the portfolio assesses the curriculum learning outcomes. Validity has different facets: face, content, construct, concurrent, and predictive validity. Portfolio assessment has high face validity because of its ability to assess real-life performance using a variety of quantitative (e.g., ratings) and qualitative (e.g., comments and written reports) assessment tools in several settings (e.g., ward, small group learning, theater, and clinic). If blueprinted properly, portfolio assessment offers a robust framework to include a representative sample of the curriculum content across a range of learning outcomes. Therefore, it has the potential for high content validity.

The portfolio can also assess students' reflective ability, which indicates its construct validity (the construct being the student's reflective ability). Demonstrating that the portfolio has concurrent and predictive validity is problematic. The lack of other tools that assess student performance to a similar extent poses problems in measuring concurrent validity. Since portfolio assessment is relatively new in health sciences education, it is not yet possible to ascertain whether portfolio results can be used to project students' future performance as health care professionals. Difficulties in verifying portfolio material as evidence attributable to the owner of the portfolio may also threaten its validity. In practice, however, we have not found identification of plagiarism to be a major problem—although the question of how to deal with students who plagiarize remains contentious.

Reliability Reliability is the “degree to which the test scores are dependable or relatively free from random errors of measurement.” In other words, reliability is a measure of the reproducibility of the assessment. Reproducibility must be consistent over time and across candidates and examiners. Inter-rater reliability is not considered a major contributor to the overall reliability of assessment. It has, however, attracted considerable research interest with regard to portfolio assessment. The evidence to date on interrater reliability of portfolio assessment remains inconclusive, and this question has been a matter for concern and debate. Portfolio assessment necessarily involves subjective judgments that assess trainees in their natural settings in day to-day practice. The assessment material that an individual candidate selects for his or her portfolio may be somewhat different from what another candidate includes, reflecting differences in individual clinical practice. How, then, can portfolio assessment ensure reliability? Excessive standardization in pursuit of reliability may only add an element of artificiality to an authentic form of assessment. The solution likely lies in sampling across the entire range of potential sources of bias and subjectivity. This involves assessing a candidate with multiple assessment tools, in a variety of settings, on many occasions, by several raters. It is only through such an approach that almost all errors of subjectivity can be offset to arrive at the “purest” possible test score

for a given candidate. As Schuwirth³² points out, “there is a widely-spread misconception that subjective tests are by definition unreliable. Subjective assessment, however, can be reliable if certain criteria are met.” Explaining these criteria, he observes that the judgments must be collected in a way that they sample through possible sources of bias. Any formal assessment of professional behaviour should contain observations of the student on multiple occasions and by multiple judges. Barton and Collins acknowledge that there is tension between validity and reliability and suggest emphasizing validity at the expense of reliability. Practicability Crossley et al.¹⁷ view practicability as a combination of feasibility, cost effectiveness, and acceptability. Concerns regarding the feasibility and cost effectiveness of portfolio assessment relate not only to academic staff time but also to the infrastructure required to run a holistic portfolio assessment process. These logistics include adequate secretarial support to log individual student grades; staff–student contact time for the ratings to be valid and for the supervision of portfolio building to be meaningful; examiner time for reading the portfolios; numbers of examiners to conduct interviews following the submission of portfolios; and briefing of examiners to prepare them for this new form of assessment, which is fundamentally different from the traditional examinations to which they are accustomed. Students, too, require briefing, particularly regarding their ability to reflect on their own performance with a view to improve. The latter is particularly important if students enter tertiary education directly from a didactic secondary-school system. To bridge this gap between secondary and tertiary education, a suitable student induction program that will introduce students to a variety of skills such as reflective practice and self-assessment is necessary. Although the list of feasibility and cost-effectiveness concerns seems daunting, recent adoption of portfolio assessment schemes by many UK medical schools³⁴ indicates that these concerns are not an insurmountable barrier to the implementation of portfolio assessment. With regard to acceptability, experience has shown that though the initial student response to portfolio assessment may be somewhat qualified, suitable modification of the assessment process based on

student, staff, and examiner feedback will allay students' concerns about portfolio assessment.

ADVANTAGES AND DISADVANTAGES OF PORTFOLIO ASSESSMENT

Box 1 illustrates a list of advantages of portfolio assessment; the disadvantages of portfolio assessment are shown in Box 2. **LESSONS FROM EXPERIENCE** Six years' experience of conducting portfolio assessment as the final-year summative assessment at Dundee Medical School has provided valuable insights into the portfolio assessment process. The salient lessons we have learned are as follows: 1. Portfolios provide an assessment framework at the level of "performance." 2. Portfolio assessment can provide a holistic view of the student in terms of the four assessment levels and the 12 curriculum outcomes of the medical school. 3. The portfolios identified problems that the medical school did not have the procedures to deal with (e.g., in relation to fitness to practice). An undergraduate fitness-to-practice committee had to be convened to deal with student issues identified through the use of portfolios. 4. Reflection may be difficult for some individuals, but it can be learned. 5. Staff development and examiner training are crucial for the implementation of portfolio assessment and to achieve acceptable inter-rater reliability. 6. A student induction course will help students engage in reflective practice and self-assessment. 7. The portfolio is not a receptacle for all coursework. 8. A balance is needed between structure and selection. **CONCLUSION** Van der Vleuten³⁵ suggests that the utility of an assessment tool is a function of its reliability, validity, educational impact, acceptability, feasibility, and cost effectiveness. In portfolio assessment, the face validity is high; the educational impact is positive in terms of directing student learning toward the curriculum outcomes; many medical

BOX 1: ADVANTAGES OF PORTFOLIOS AS A METHOD OF LEARNING AND ASSESSMENT Portfolios: assess and promote critical thinking. encourage students to become accountable and responsible for their own learning (i.e., self-directed, active, peer-supported, adult learning). can be the focus of initiating a

discussion between student and tutor. facilitate reflection and self-assessment. can accommodate diverse learning styles, though they are not suitable for all learning styles. can monitor and assess students' progress over time. can assess performance, with practical application of theory, in real-time naturalistic settings (i.e., authentic assessment). use multiple methods of assessment. take into account the judgment of multiple assessors. have high face validity, content validity, and construct validity. integrate learning and assessment. promote creativity and problem solving. promote learning about learning (i.e., metacognition). can be standardized and used in summative assessment. combine subjective and objective, as well as qualitative and quantitative, assessment procedures. can be used to assess attitudes and professional and personal development. enable identification of the unsatisfactory or struggling performer. offer teachers vital information for diagnosing students' strengths and weaknesses to help them improve their performance (i.e., formative assessment). reflect students' progression toward learning outcomes (i.e., student profiling). 282 JVME 32(3) 2005 AAVMC schools find portfolio assessment to be feasible; acceptability grows with time and with suitable modifications; and reliability may be acceptable if one is prepared to sample through the sources of bias, make use of pre-validated rating rubrics, and train the assessors. Portfolio assessment has much to offer.

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Lecture 14: Lesson planning

Theoretical basis:

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students.

A successful lesson plan addresses and integrates three key components:

Learning Objectives

Learning activities

Assessment to check for student understanding

A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. You may refer to an example of a 3 hour lesson plan [here](#).

BEFORE CLASS: STEPS FOR PREPARING A LESSON PLAN

Listed below are 6 steps for preparing your lesson plan before your class.

1. Identify the learning objectives

Before you plan your lesson, you will first need to identify the learning objectives for the lesson. A learning objective describes what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e. topics). Typically, it is written in a language that is easily understood by students and clearly related to the program learning outcomes. The table below contains the characteristics of clear learning objectives:

Characteristic	Description
Clearly stated tasks	Free from jargon and complex vocabulary; describe specific and achievable tasks (such as ‘describe’, ‘analyse’ or ‘evaluate’) NOT vague tasks (like ‘appreciate’, ‘understand’ or ‘explore’).
Important learning goals	Describe the essential (rather than trivial) learning in the course which a student must achieve.
Achievable	:Can be achieved within the given period and sufficient resources are available.
Demonstrable and measurable	Can be demonstrated in a tangible way; are assessable; achievement and quality of achievement can be observed.
Fair and equitable	All students, including those with disabilities or constraints, have a fair chance of achieving them.
Linked to course and program objectives	Consider the broader goals - i.e. course, program and institutional goals.

The Bloom’s Revised Taxonomy of Educational Objectives ([link](#)) is a useful resource for crafting learning objectives that are demonstrable and measurable

2. Plan the specific learning activities

When planning learning activities you should consider the types of activities students will need to engage in, in order to develop the skills and knowledge required to demonstrate effective learning in the course. Learning activities should be directly related to the learning objectives of the course, and provide experiences

that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives.

As you plan your learning activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. Some questions to think about as you design the learning activities you will use are:

What will I do to explain the topic?

What will I do to illustrate the topic in a different way?

How can I engage students in the topic?

What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

What will students need to do to help them understand the topic better?

Many activities can be used to engage learners. The activity types (i.e. what the student is doing) and their examples provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in a typical lesson.

Activity Type	Learning Activity Description
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Interaction with content	
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Pupils are more likely to retain information presented in these ways if they are asked to interact with the material in some way.

Drill and practice	Problem/task is presented to students where they are asked to provide the answer; may be timed or untimed
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Lecture	Convey concepts verbally, often with visual aids (e.g. presentation slides)
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Quiz	Exercise to assess the level of student understanding and questions can take many forms, e.g. multiple-choice, short-structured, essay etc.
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Student presentation	Oral report where students share their research on a topic and take on a position and/or role
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Interaction with digital content

Students experiment with decision making, and visualise the effects and/or consequences in virtual environments

Game Goal-oriented exercise that encourages collaboration and/or competition within a controlled virtual environment

Simulation Replica or representation of a real-world phenomenon that enables relationships, contexts, and concepts to be studied

Interaction with others

Peer relationships, informal support structures, and teacher-student interactions/relationships

Debate Verbal activity in which two or more differing viewpoints on a subject are presented and argued

Discussion Formal/informal conversation on a given topic/question where the instructor facilitates student sharing of responses to the questions, and building upon those responses

Feedback Information provided by the instructor and/or peer(s) regarding aspects of one's performance or understanding

Guest Speaker Feelings, thoughts, ideas and experiences specific to a given topic are shared by an invited presenter

Problem solving and Critical thinking

Presenting students with a problem, scenario, case, challenge or design issue, which they are then asked to address or deal with provides students with opportunities to think about or use knowledge and information in new and different ways

Case Study Detailed story (true or fictional) that students analyse in detail to identify the underlying principles, practices, or lessons it contains

Concept Mapping Graphical representation of related information in which common or shared concepts are linked together

Real-world projects Planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations, either individually or collaboratively

Reflection

The process of reflection starts with the student thinking about what they already know and have experienced in relation to the topic being explored/learned. This is followed by analysis of why the student thinks about the topic in the way they do, and what assumptions, attitudes and beliefs they have about, and bring to learning about the topic.

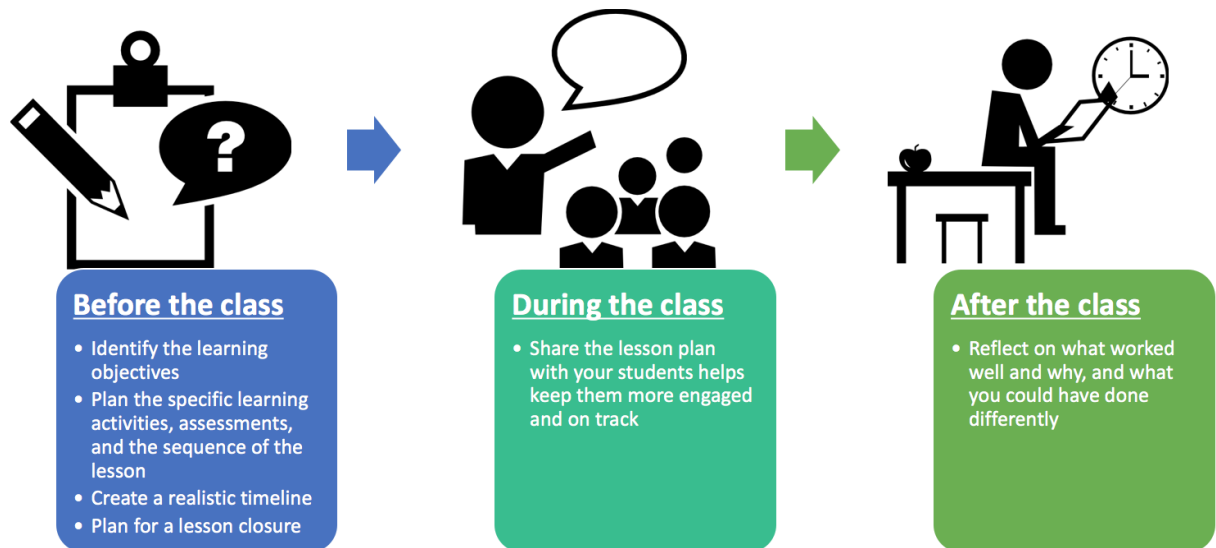
Reflection journal Written records of students' intellectual and emotional reactions to a given topic on a regular basis (e.g. weekly after each lesson)

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- How can I engage students in the topic?
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Many activities can be used to engage learners. The activity types (i.e. what the student is doing) and their examples provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in a typical lesson.

Activity Type	Learning Activity	Description
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*asked to interact
with the material
in some way.*

untimed

Lecture 15: CEFR: Teaching, Learning and Assessment

Lecture Outline:

- 1. A brief history of the CEFR*
- 2. CEFR Levels*
- 3. Understanding the benefits for teachers*
- 4. Defining how long it will take to reach each CEF level*
- 5. Using CEF-referenced course books*

1. A brief history of the CEFR

The CEFR is the result of developments in language education that date back to the 1970s and beyond, and its publication in 2001 was the direct outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years.

The development of the CEFR coincided with fundamental changes in language teaching, with the move away from the grammar-translation method to communicative approach. The CEFR reflects these later approaches.

The CEFR is also the result of a need for a common international framework for language learning which would facilitate co-operation among educational institutions in different countries, particularly within Europe. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference.

2. CEFR Levels

People have been learning, teaching, and assessing language for centuries. In this long history, there have been as many different ways of teaching as there have been ways of describing levels of language learning and assessment. Even today, schools, universities, and language academies use many different methodologies and many ways to describe proficiency levels. What may be an intermediate level in one country may be an upper-intermediate level in another. Levels may vary even among institutions in the same area.

Consider how you would describe to a learner what you mean by intermediate:

- What is an intermediate level?
- What does intermediate mean to you as a teacher and to your learners?
- Does intermediate refer to how a learner communicates in an everyday situation in an English speaking country, to the amount of vocabulary a person has learned to use, or to the grammar items a person at that level understands?
- How can we assess a learner's achievement at an intermediate level if we don't define exactly what we mean by intermediate?

Comparing levels becomes even more difficult when comparing someone

who is learning English to someone who is learning another language, for example, French. Can we directly compare the proficiency level of an advanced English student to that of an advanced French student.

In order to facilitate both teaching and learning, we need a way to specify what our learners are able to do at certain levels. As teachers, we also need to know how these levels can guide our teaching and the way we select course books and resources. In short, we need a common language by which we can describe language learning, teaching, and assessment.

In most countries there is general agreement that language learning can be organized into three levels: basic/beginner, intermediate, and advanced. Reflecting this, the Council of Europe developed the Common European Framework of References for Languages to establish international standards for learning, teaching, and assessment for all modern European languages. B. Understanding and using the Global Scale The Common European Framework describes what a learner can do at six specific levels: A1, A2, B1, B2, C1, and C2.

- Basic User (A1 and A2)
- Independent User (B1 and B2)
- Proficient User (C1 and C2)

These levels match general concepts of basic, intermediate, and advanced and are often referred to as the Global Scale. For each level, the full CEF document complements this by describing in depth

- Competencies necessary for effective communication.
- Skills and knowledge related to language learning and competencies.
- Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place. The Global Scale is not language-specific. In other words, it can be used with virtually any language and can be used to compare achievement and learning across languages. For example, an A2 in Spanish is the same as an A2 in Japanese or English. The

Global Scale also helps teachers, academic coordinators, and course book writers to decide on curriculum and syllabus content and to choose appropriate course books, etc.

“Can do” statements The Global Scale is based on a set of statements that describe what a learner can do. The “can do” statements are always positive: they describe what a learner is able to do, not what a learner cannot do or does wrong. This helps all learners, even those at the lowest levels, see that learning has value and that they can attain language goals.

The Common European Framework is not a political or cultural tool used to promote Europe or European educational systems. The word European refers to European languages, although the CEF has now been translated into more than 30 languages, including non-European languages such as Arabic and Japanese, making it accessible to nearly everyone around the world.

3. Understanding the benefits for teachers

If you choose to use the CEF as a reference point for your classroom, here are some of the benefits related to using a common framework:

1. Teachers have access to a meaningful and useful point of reference that is understood globally and that informs their decisions on measuring language knowledge and skills.
2. Teachers receive a detailed description of learning, teaching, and assessing languages, how learners compare to a set of competencies, and how they carry out communicative tasks.
3. Teachers and learners move toward specific levels and specific goals of those levels.
4. Teachers may want to select teaching materials (course books and resources) that are referenced to the CEFR.
5. CEFR levels provide an indication of performance and ability to function in communicative contexts in a foreign language.

6. There are no requirements in the CEFR; it is a framework of reference. It is up to the teacher and learner to plot a course for language development. The CEFR does not tell them what to do or how to do it. 7. The CEFR invites practitioners (all those involved in teaching and learning a language) to reflect on their approach to teaching, learning, and assessment.

4. Defining how long it will take to reach each CEFR level

As mentioned before in this guide, one of the main concerns of teachers is how long it takes to reach each level. At first glance, the CEFR appears to be like a staircase with each step the same distance from the next (A1 to A2 to B1 to B2, etc.). This might seem to indicate that each step or level should be achieved in an equal amount of time. But learning a language is like climbing a mountain:

the ascent gets harder the higher you climb. It does not take the same amount of time to reach each level. It will take longer to get to B2 from B1 than it does to get to A2 from A1. A principle reason for this is that as the learner progresses with the language, he or she needs to acquire a larger range of language knowledge and competencies. Also, when going beyond B1 level, most learners reach a linguistic plateau, and acquisition slows. Teachers are of course aware of this and understand that the language learning process is a continual and very individualized one. Because no two learners develop their language skills in the same way or at the same pace, it is difficult to define the exact amount of time needed to reach each level. The Association of Language Testers of Europe (ALTE), whose members have aligned their language examinations with the CEFR, provides guidance on the number of guided teaching hours needed to fulfill the aims of each CEFR level:

A1 Approximately 90 - 100 hours

A2 Approximately 180 - 200 hours

B1 Approximately 350 - 400 hours

B2 Approximately 500 - 600 hours

C1 Approximately 700 - 800 hours

C2 Approximately 1,000 - 1,200 hours

Guided teaching hours are the hours during which the learner is in a formal learning context such as the classroom. The number of hours needed for different learners varies greatly, depending on a range of factors such as

- age and motivation
- background
- amount of prior study and extent of exposure to the language outside the classroom
- amount of time spent in individual study

Learners from some countries and cultures may take longer to acquire a new language, especially if they have to learn to read and write with a Latin script.

5. Using CEFR-referenced course books

For many teachers and curriculum planners, one difficulty with any framework (not just the CEFR) is deciding how to match the levels to an existing curriculum and classroom goals. By comparing the content of your course to the CEFR, you can define what language skills, vocabulary, grammar, and communicative functions will be covered. Course books and supplementary materials that are referenced to the CEFR the CEFR Global Scale and self-assessment grids (as a minimum) and decide how you think they fit the classroom goals, the curriculum, the syllabus, and the course book you have chosen.

Literature

1.LITTLE, David. (2006). The Common European Framework of Reference for Languages: content, purpose, origin, reception and impact. *Language Teaching* 39:3: 167-90.

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3.LITTLE, David. (2011). The Common European Framework of Reference for Languages: A research agenda. *Language Teaching*, 44(3), 381-393.

4.LITTLE, David. (2012). The CEFR and language teaching/learning. In ACTFL-CEFR Symposium, Graz, Austria. [online]. <http://www.uni-leipzig.de/actflcefr/material/Teaching%20Learning%20CEFR%20Little.pdf>