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"TASDIQLAYMAN"

O'quv ishlari bo'yicha prorektor

R.To'rayev

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"O'QUV MATERIALLARINI TANLASH VA YANGILARINI YARATISH"

FANINING O'QUV DASTURI

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Fanning nomi	Auditoriya mashg`ulotlar (soat)	Mustaqil ta'lim (soat)		Jami yuklama (soat)
O'quv materiallarini tanlash va yangilarini yaratish	60	60		120

I. Fanning mazmuni.

O'quv materiallarini tanlash va yangilarini yaratish ma'ruza hamda seminar soatlardan iborat fan bo'lib o'qitish-o'rganishda o'quv materiallari hal qiluvchi rol o'ynaydi. Ular darslik shaklini olganda, tashqi talablarga va o'qituvchilar ehtiyojlariga javob beradigan tarzda darslikni sinchkovlik bilan tanlash zarur. Shuningdek, o'qituvchilar darslik va o'quvchilar o'rtasida vositachilik qila olishlari, kitobni kerak bo'lganda moslashtirishi va to'ldirishi muhimdir. Tillarni o'qitish uchun materiallarni baholash va loyihalash darsliklarni tanlash va keyinchalik baholashga tizimli yondashuv va ularni moslashtirish va to'ldirish bo'yicha amaliy tavsiyalar beradi.

Fanning maqsadi

Fanni o'qitishdan maqsad – talabalarni chet tili bo'yicha o'quv materiallarini tanqidiy tahlil qilish va ularni baholashga, xorijiy o'quv materiallarini mahalliy sharoit va milliy tizimga moslashtirish, yangilarini yarata olish, tillarni o'qitish uchun materiallarni baholash va loyihalash darsliklarni tanlash va keyinchalik baholashga tizimli yondashuv va ularni moslashtirish va to'ldirish bo'yicha amaliy tavsiyalar beradi, hamda har xil guruhlarda chet tili samarali o'qitilishini tashkil etishga o'rgatadi.

Fanning vazifasi

O'quv materiallarini tanlash va yangilarini yaratish fanining vazifasi talabalarga :
- o'quv adabiyotlarni tanqidiy tahlil qilish va ularni til o'rganayotganlar ehtiyojiga ko'ra (bilim darajasi va yoshi va hokazo) tanlashni;

- o'quv materiallarini yaratish uchun maqsad, vazifa va kutilayotgan natijalarini to'g'ri belgilay olishni;
- ta'lim maqsadlariga ko'ra internet ta'lim saytlaridan unumli foydalana bilishni;
- turli autentik materiallarni (gazeta, jurnallar, televidenie va radio materiallaridan va h.k.) tanlash va ular asosida tegishli vazifalar ishlab chiqa olishni;
- o'quv adabiyotlari jumladan, darsliklarga ehtiyoj sezilgan vaqtda turli yordamchi o'quv materiallari va resurslardan unumli foydalana bilishni;
- yordamchi materiallar jumladan, ko'rgazmali, tarqatma materiallar, audio va video materiallar yarata olish malakalariga ega bo'lishni o'rgatish.

II. Asosiy nazariy qism (ma'ruza mashg'ulotlari)

1- mavzu. The importance of materials development for language learning

Evaluating the available materials, adapting them, replacing them, supplementing them and finding effective ways to implement the materials chosen for classroom use. This is truer today than ever as the economics of publishing dictates that most coursebooks on the market are still global coursebooks for all learners of English whereas most learners of English these days are learning it in distinctive contexts for distinctive purposes. Materials development must therefore be central to any course designed to train, educate or develop new or practising teachers and it must be accorded significance by the applied linguists and teacher trainers who run such courses and/or publish articles, chapters and books for use on them

2- mavzu. Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language

Learning is normally considered a conscious process, which consists of the committing to memory of information relevant to what is being learned, Materials development should do is to:

1. Clarify the terms and concepts commonly used in discussing materials development.
2. Carry out systematic evaluations of materials currently in use in order to find out to what degree, how and why they facilitate language learning.

3. Consider the potential applications for materials development of current research into second language acquisition and into language use.

4. Consider the potential applications of what both teachers and learners believe is valuable in the teaching and learning of a second or foreign language.

5. Pool our resources and bring together researchers, writers, teachers, learners and publishers to develop quality materials

3- mavzu: The relation between syllabus, course book, and materials

In many parts of the world, language education programs are designed following a syllabus-driven approach that is the syllabus determines what kind of **materials** will be adopted and in what ways they will be exploited for the classroom teaching.

A syllabus is an outline and summary of topics to be covered in an education or training course. A syllabus is often either set out by an exam board, or prepared by the professor who supervises or controls the course quality. It may be provided in paper form or online. A syllabus usually contains specific information about the course, such as information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course;

4- mavzu: Principles for materials designing

Material should facilitate learners' ability to study and self-investigate. This can be achieved if the material or course-ware helps the learners to achieve this by facilitating grasp of the topic and by engaging in learner-centered discovery activities and tasks. Materials should provide learners with opportunities to use the target language to achieve communicative purposes. Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities.

5- mavzu -Selecting and analyzing course-books

The term 'coursebook' is used to mean a textbook of which the teacher and, usually each student has a copy and which is in principle to be followed systematically as the basis for a language course. A course book provides a clear framework, teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress. In many places, the course book serves as a syllabus: if it is followed systematically, carefully planned and balanced selection of language content will be covered.

6- mavzu: Adapting teaching and learning materials

There are always sound practical reasons for adapting materials in order to make them as accessible and useful to learners as possible. However, reasons for adaptation have varied and changed as the field has developed and views on language acquisition and teaching practice have become better informed by research and experience.

7- mavzu: Internet educational sites, online materials and resources for materials designing.

The internet contains a lot of resources that teachers can access and use to prepare teaching materials. These range from sites specifically designed for teachers and learners to sites from national and international newspapers, museums, galleries and so on. Teachers can use these materials much the same way as they would other print-based resources, to create worksheets and exercises for their classes.

8- mavzu: Selection of authentic materials (newspapers, magazines, etc.) and the creation of appropriate tasks

Authentic texts as materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language. Authentic materials is important since it enlarge students' motivation for learning, makes the learner be exposed to the 'real' language. The main advantages of using authentic materials are:

- *They have a positive effect on learner motivation.*
- *They provide authentic cultural instruction.*
- *They provide display to real language.*
- *They relate more closely to learners' needs.*
- *They keep up a more creative approach to teaching.*

9- mavzu: Creating visual and distributive materials

Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids which are used in the classroom to

encourage students learning process. According to Burton "Visual aids are those sensory objects or images which initiate or stimulate and support learning".

10- mavzu: Designing students' worksheet and work cards.

It is important to have a clear view of the reasons why you are designing the worksheet. For example, there may be a particular message you wish to convey, or you may wish pupils to record information, which can be interpreted later on. Do not confuse an information sheet with an activity sheet.

11 mavzu: Materials for developing listening skills

developing listening materials has been marginally dealt with in instructional materials. Until recently, little attention was paid to develop appropriate listening materials. Most listening materials were based on audio files used for developing oral production. To open new horizons to develop listening materials in this technology era, this chapter tries to introduce different listening activities and technologies used for the development of listening materials. Depending on learners' language proficiency level, materials may expose learners to intensive, selective, interactive, extensive, responsive, and autonomous listening.

12 mavzu: Materials for developing speaking skills

Speaking – whether labelled as fluency, conversational skills, or spoken interaction – has traditionally been a priority for most learners. However, until relatively recently, speaking was seldom taught as such, but instead was considered to be a by-product of the knowledge of the systems of the language. Speaking meant simply the oral production – or, better, the oral *re*production – of language to which the learner had been previously exposed, either through explicit instruction or through modelling and drilling

13- mavzu: Materials for developing reading skills

In many ways, the importance of reading in the field of language teaching and learning is also reflected in a number of related areas, such as in the practices of the language classroom and in language assessment and testing. Most language examination papers, for example, involve a reading comprehension element, including some of the examinations developed by Cambridge Assessment, which are recognised around the world, such as the International English Language Testing System (IELTS) paper. Reading can be considered from various different perspectives and defined in a number of ways. A somewhat simplistic definition of reading is of a twofold process involving simultaneously deciphering written words, and interpreting a text.

14- mavzu: Materials for developing writing skills

Writing can broadly be defined in three different ways. Firstly, writing is a product; it is the text on the paper or the screen. Secondly, writing is a process; it is the act of producing that text. Finally, writing is a sociocultural activity: communication in written form between writer and reader. All three interpretations of the word 'writing' have influenced how it has been taught over the years. Although it is possible to associate specific time periods with different pedagogic approaches, all the approaches these interpretations have spawned are still to be found in different teaching contexts.

15-mavzu: Materials for Language Awareness

Language awareness – sometimes referred to as the language of learning – refers to how we use words in our learning materials. We research language carefully, so that our resources are as accessible as possible. Understandably, using language that makes new and complex ideas easier to understand is incredibly important when writing textbooks. It is even more crucial when those textbooks are for international curriculums.

III.Seminar mashg'ulotlar bo'yicha ko'rsatma va tavsiyalar

Seminar mashg'ulotlari uchun quyidagi mavzular tavsiya etiladi:

1- mavzu. The importance of materials development for language learning

2- mavzu. Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language

3- mavzu: The relation between syllabus, course book, and materials

4- mavzu: Principles for materials designing

5- mavzu -Selecting and analyzing course-books

6- mavzu: Adapting teaching and learning materials

7- mavzu: Internet educational sites, online materials and resources for materials designing

8- mavzu: Selection of authentic materials (newspapers, magazines, etc.) and the creation of appropriate tasks

9- mavzu: Creating visual and distributive materials

10- mavzu: Designing students' worksheet and work cards.

11 - mavzu: Materials for developing listening skills

12 - mavzu: Materials for developing for speaking skills

13- mavzu: Materials for developing for reading skills

14- mavzu: Materials for developing for writing skills

15-mavzu: Materials for Language Awareness

Seminar mashg'ulotlari multimedia qurilmalari bilan jihozlangan auditoriyada bir akademik guruhga bir professor-o'qituvchi tomonidan o'tkazilishi zarur. Mashg'ulotlar faol va interfaktiv usullar yordamida o'tilishi va pedagogik va axborot texnologiyalar qo'llanilishi maqsadga muvofiq.

IV.Mustaqil ta'lim va mustaqil ishlar.

Mustaqil ta'lim ma'ruza, seminar mashg'ulotlarga tayyorgarlik ko'rishdan tashqari fan dasturida ko'rsatilmagan, ammo fan bo'yicha talabaning bilim doirasini kengaytiruvchi qo'shimcha mavzular doirasida berilgan topshiriqlarni o'z ichiga oladi.

Talaba mustaqil ishining asosiy maqsadi: - o'qituvchining rahbarligi va nazorati ostida muayyan o'quv ishlarini mustaqil ravishda bajarishi uchun uning bilim va ko'nikmalarini shakllantirish va rivojlantirishdan iborat.

Talabaning mustaqil ishini tashkil etishda quyidagi shakllardan foydalaniladi:

1.Tayyor materiallarni o'rganish va uni maxsus yo'naltirilgan kurslarga moslash;
2.o'quv adabiyotlarni tanqidiy tahlil qilish va ularni til o'rganayotganlar ehtiyojiga ko'ra (bilim darajasi va yoshi va hokazo) tanlash;
3. ta'lim maqsadlariga ko'ra internet ta'lim saytlaridan foydalanib material yaratish;
4.turli autentik materiallarni (gazeta, jurnallar, televidenie va h.k materiallarini) tanlash va ular asosida tegishli vazifalar ishlab chiqish(activity);.
5.ESP uchun material va shunga asoslangan topshiriq(activity)yaratish.
6.Kichik yoshdagi o'quvchilar uchun material va shunga asoslangan topshiriq(activity) yaratish.
7.Fan syllabusini tanlash va uni tahlil qilish.
8. Matn(text) tanlash va uni moslashtirish.
 9.Darslikdan bir bo'lim (unit) ni tahlil qilish.
10.Dars islanmasini tanlash va tahlil qilish.
11.Til o'rganishning tinglash ko'nikmasiga asoslangan topshiriq (activity) yaratish.
12.Til o'rganishning o'qush ko'nikmasiga asoslangan topshiriq (activity) yaratish.

13.Til o'rganishning gapirish ko'nikmasiga asoslangan topshiriq (activity) yaratish.
14.Til o'rganishning yozish ko'nikmasiga asoslangan topshiriq (activity) yaratish
15.Matndagi so`larni o`rgatish uchun interfaol topshitiq (activity) yaratish

V. Fan o'qitilishining natijalari (shakllanadigan   kompetensiyalar)

Fanni o'zlashtirish natijasida talaba:

☐ o'quv adabiyotlarni tanqidiy tahlil qilish va ularni til o'rganayotganlar ehtiyojiga ko'ra (bilim darajasi va yoshi va hokazo) tanlashi;

☐ o'quv materiallarini yaratish uchun maqsad, vazifa va kutilayotgan natijalarini to'g'ri belgilay olishi;

☐ ta'lim maqsadlariga ko'ra internet ta'lim saytlaridan unumli foydalana bilishi;

☐ turli autentik materiallarni (gazeta, jurnallar, televidenie va radio materiallaridan va h.k.) tanlash va ular asosida tegishli vazifalar ishlab chiqa olishi;

☐ o'quv adabiyotlari jumladan, darsliklarga ehtiyoj sezilgan vaqtda turli yordamchi o'quv materiallari va resurslardan unumli foydalana bilishi;

☐ yordamchi materiallar jumladan, ko'rgazmali, tarqatma materiallar, audio va video materiallar yarata olish malakalariga ega bo'lishi lozim.

VI. Ta'lim texnologiyalari va metodlari:

☐ interfaol keys-stadilar;

☐ seminarlar (mantiqiy fiklash, tezkor savol-javoblar);

☐ guruhlarda ishlash;

☐ taqdimotlarni qilish;

☐ individual loyihalar;

☐ jamoa bo'lib ishlash va himoya qilish uchun loyihalar.

VII. Kreditlarni olish uchun talablar:

Fanga oid nazariy va uslubiy tushunchalarni to'la o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, o'rganilayotgan jarayonlar haqida

mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa va topshiriqlarni bajarish, yakuniy nazorat bo'yicha yozma ishni topshirish.

Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari

Asosiy adabiyotlar

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Axborot manbalari

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Termiz davlat universiteti tomonidan ishlab chiqilgan va tasdiqlangan

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