

**O`ZBEKISTON RESPUBLIKASI XALQ TA`LIMI VAZIRLIGI
SAMARQAND VILOYATI XALQ TAQ`LIMI XODIMLARINI
QAYTA TAYYORLASH VA ULARNING MALAKASINI
OSHIRISH HUDUDIY MARKAZI**

TILLARNI O`QITISH METODIKASI KAFEDRASI

**AMALIY XORIJIY TIL MODULI
BO`YICHA
O`QUV-USLUBIY MAJMUA**

2.4. MODUL

Malaka toifa yo`nalishi:

Barcha fan yo`nalishlari

Tinglovchilar kontingenti:

Umumiy o`rta ta`lim maktablarining
Barcha fan yo`nalishlari o`qituvchilari

Samarqand-2020

Mazkur o`quv-uslubiy majmua Tillarni o`qitish metodikasi kafedrasining 2020-yil 3-yanvardagi № 1-sonli yig`ilishida ko`rib chiqilgan, hududiy markaz Ilmiy-metodik kengashining 2020-yil 4-yanvardagi 1-sonli buyrug`i bilan tasdiqlangan.

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KIRISH

Bugungi kunda butun dunyoda ro‘y berayotgan globallashuv sharoitida mamlakatimizning barqaror taraqqiy etib borishi uchun har tomonlama modernizatsiyalashgan tizimli yondashuvni taqozo qilayotganligi hamda hayotning barcha sohalarini liberallashtirish bo‘yicha ustuvor yo‘nalishlarni amalga oshirish maqsadida O‘zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning O‘zbekiston Respublikasida umumiy o‘rta va maktabdan tashqari ta‘limni tizimli isloh qilishning ustuvor yo‘nalishlarini belgilash, o‘sib kelayotgan yosh avlodni ma‘naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko‘tarish, o‘quv-tarbiya jarayoniga ta‘limning innovatsion shakllari va usullarini joriy etish maqsadida, shuningdek, O‘zbekiston Respublikasi Prezidentining 2018-yil 5-sentabrdagi “Xalq ta‘limi boshqaruv tizimini takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlari to‘g‘risida”gi PF-5538-son Farmoniga ko‘ra O‘zbekiston Respublikasi Xalq ta‘limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi tasdiqlandi. O‘zbekiston Respublikasining 2030-yilga kelib PISA (The Programme for International Student Assessment) Xalqaro miqyosda o‘quvchilarni baholash dasturi reytingi bo‘yicha jahonning birinchi 30ta ilg‘or mamlakatlari qatoriga kirishiga erishish borasida bir qancha ishlarni amalga oshirish ko‘zda tutilgan: xalq ta‘limi sohasiga zamonaviy axborot-kommunikatsiya texnologiyalari va innovatsion loyihalarni joriy etish; yoshlarni tarbiyalash va ularning bandligini ta‘minlashda maktabdan tashqari ta‘limning zamonaviy usullari va yo‘nalishlarini joriy etish; yoshlar ta‘lim-tarbiyasi uchun qo‘shimcha sharoitlar yaratishga qaratilgan kompleks chora-tadbirlarni o‘z ichiga olgan beshta tashabbusni amaliyotga tatbiq etish masalasi bugungi kunning eng dolzarb masalasi hisoblanadi.

O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi PF-4947-sonli Farmoni hamda «Pedagog kadrlarni tayyorlash, xalq ta‘limi xodimlarini qayta tayyorlash va ularning malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida»gi Qaroriga muvofiq, ta‘lim bosqichlarining uzluksizligi va izchilligini ta‘minlash, ta‘limning zamonaviy metodologiyasini yaratish hamda ular asosida pedagog xodimlarini qayta tayyorlash va ularning malakasini oshirish mazmunini yanada takomillashtirishni taqozo etadi. Mamlakatimizda kompetensiyaviy yondashuvga asoslangan yangi davlat ta‘lim standartlarini joriy etilishi o‘rta maktab o‘qituvchilari zimmasiga qator dolzarb

vazifalarni ko‘ndalang qilib qo‘ymoqda. Shu bilan birga, 2017-2018- o‘quv yilidan maktablarda 11 yillik o‘rta ta‘limning joriy etilishi ham, o‘z navbatida, o‘qituvchilarning malaka oshirishga bo‘lgan yangi ehtiyojlarni keltirib chiqardi. Ayni paytda vujudga kelgan shart-sharoitlar va o‘qituvchilarning yuqoridagi keltirilgan ehtiyojlari malaka oshirishning shakli, mazmuni va uni

amalga oshirish mexanizmlarini qayta ko'rib chiqishni va bu jarayonga tegishli o'zgartirishlarni kiritishni taqozo etmoqda. Xususan, shu kunlarda yuqoridagi ehtiyojlardan va ular oldida ko'ndalang turgan muammolardan kelib chiqqan holda, ingliz tili o'qituvchilarining malakasini oshirish mazmuni va shakllarini takomillashtirish zarurati paydo bo'ldi.

«Xorijiy (ingliz) tilni o'qitish metodikasi» modulining ishchi o'quv dasturi xorijiy til o'qituvchilari malakasini oshirish kursining o'quv dasturi asosida tuzilgan bo'lib, u ingliz tili o'qituvchilariga zamonaviy ta'lim texnologiyalari va metodlarning mazmun va mohiyatini ochib beradi.

**Umumiy o'rta ta'lim maktablari fan o'qituvchilarining malakasini
oshirish mazmuni, sifati va ularning tayyorgarligi hamda
kompetentligiga qo'yiladigan**

MALAKA TALABLARI

I. Umumiy talablar

Malaka oshirish sifati hamda tayyorgarligining zarur va yetarli darajasi tinglovchilar bilimlari, ko'nikma va malakalarining rahbar va mutaxassis xodimlarga qo'yiladigan malaka talablariga muvofiqligi bilan belgilanadi.

Umumiy o'rta ta'lim maktablari fan o'qituvchilarini malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan malaka talablari tegishli yo'nalishlar bo'yicha o'quv rejalari va dasturlarini, shuningdek, qayta tayyorlash va malaka oshirish ta'lim muassasalarining o'quv jarayonini, ta'lim sifatini nazorat qilish va baholash tartibi hamda boshqa hujjatlarni ishlab chiqish uchun asos hisoblanadi.

II. Umumiy o'rta ta'lim maktablari xorijiy (ingliz) til o'qituvchilarining tayyorgarligi va kompetentligiga qo'yiladigan umumiy talablar

1. Xorijiy (ingliz) til o'qituvchilari quyidagi yo'nalishlarda bilim, ko'nikma, malaka va kompetensiyalariga ega bo'lishi lozim:

Umumiy o'rta ta'lim davlat ta'lim standarti (umumiy qoidalar), shuningdek, o'qitilayotgan predmet bo'yicha o'quv dasturi talablarini bilishi;

umumiy o'rta ta'lim to'g'risidagi normativ-huquqiy va direktiv hujjatlarni ishlab chiqishi;

sinflar va kabinetlar (laboratoriyalar)ni tegishli o'quv-laboratoriya anjomlari bilan jihozlash bo'yicha talablarni bajara olishi;

o'quv-tarbiya jarayonini tashkil etish va sifatini ta'minlash prinsiplariga amal qilishi; o'quv predmetlarining mazmuni va ularni o'qitishdagi izchillik asoslarini ishlab chiqish;

o'quvchilarning umumiy va yosh psixologiyasini inobatga olishi; o'qitishning interaktiv metodlarini qo'llay olishi; o'quvchilarni milliy mustaqillik g'oyalari asosida ma'naviy-axloqiy tarbiyalash metodologiyasi bo'yicha bilimga ega bo'lishi;

o'quvchilar o'rtasida kasbga yo'naltirish ishlarini olib borish shakli va metodlarini qo'llay olishi; o'quvchilar va ularning ota-onalari bilan muomalada etika va estetika normalarig amal qilishi; sinfdan tashqari (darsdan tashqari) ishlarni tashkil etish va o'tkazish metodikasidan foydalana olishi; belgilangan sanitariya-gigiyena normalariga rioya qilishi.

2. Umumiy o'rta ta'lim maktablari xorijiy (ingliz) til o'qituvchilari quyidagi yo'nalishlarda kompetentlikka ega bo'lishi lozim:

Umumiy kompetensiyalar. Xalq ta'limi xodimlarining barcha toifalari uchun umumiy bo'lgan kompetensiyalar tarkibiga quyidagilar kiradi:

1. Kommunikativ kompetentlik.
2. AKT va media savodxonlik kompetentligi.
3. O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi.
4. Mas'uliyat va moslashuvchanlik kompetentligi.
5. Inklyuziv ta'limni joriy etish kompetentligi.
6. Huquqiy kompetentligi.

1. Kommunikativ kompetentlik ko'rsatkichlari:

- o'zgalar fikrini hurmat qilishni namoyish eta olish;
- o'zgalar fikriga ta'sir etuvchi (ishontira olish, to'g'rilash, fikrni qarama-qarish qo'yish) muloqot manerallarini tanlay olish;
- o'zgalarning huquqlari va hissiyotlarini hurmat qilishga qaratilgan muloqot manerallarini tanlay olish;
- o'zaro munosabatlarni o'rnatishga qaratilgan (qo'llab-quvvatlash, konstruktiv, ruxlantiruvchi) muloqot manerallarini tanlay olish;
- ta'lim jarayoni sifatini oshirish va o'quvchilarning o'quv ehtiyojlarini qondirish maqsadida o'z hamkasblari bilan AKTning turli vositalari yordamida aloqa o'rnatish va hamkorlik qilish;
- ta'lim sifatini oshirish maqsadida global tarmoqdagi turli pedagogik hamjamiyatlarda ishtirok etish;
- o'zgalar bilan o'zaro hurmat asosiga qurilgan munosabatlarni o'rnatish olishi;
- o'zini tutishda, boshqalar bilan munosabatga kirishishda, qaror qabul qilishda, resurslarni boshqarishda axloq normalariga rioya etish;
- milliy qadriyatlarni, shaxs erkinligi va uning mas'uliyati, ijtimoiy adolatni himoya qila olish.

2. AKT va media savodxonlik kompetentligi ko'rsatkichlari:

- ta'lim muassasasini axborotlashtirish g'oyalarini ilgari surish, AKT madaniyatini rivojlantirish va ushbu g'oyalarni amalga oshiruvchi ta'lim muxitini shakllantirishni ta'minlash;
- AKTdan foydalangan holda o'quvchilarning ta'lim olish imkoniyatlarini kengaytirishga qaratilgan ta'lim strategiyalarini joriy etishga ko'maklashish;
- ta'lim jarayonida AKTdan foydalanishning ijtimoiy, huquqiy va axloqiy normalari ahamiyatini tushunish, ulardan havfsizlikni ta'minlagan holda foydalanish va ushbu yo'nalish bo'yicha tegishli yo'riqnomalarni ishlab chiqish;
- ta'lim mazmuniga mos bo'lgan AKTni o'qitish vositasi sifatida ta'lim jarayoniga integratsiya qilishning turli samarali strategiya va yondashuvlarini rejalashtirish, ilgari surish va qo'llab-quvvatlash;

- maktab boshqaruvida va fanlarni o'qitishda jarayonida faoliyatini takomillashtirish va samarali tashkil etishda AKT vositalarini joriy etilishini ta'minlash;
- ta'lim muassasa faoliyatini va o'quvchilar kompetensiyasini baholashning samarali usullarini joriy etishda axborot texnologiyalaridan foydalanish;
- ommaviy axborot vositalaridagi media kontentni tushunish, media savodxonlik elementlarini o'zida mujassam etgan holda ularni o'quvchilarda shakllantirish yo'llarini bilish;
- turli xil shakllarda va vositalar orqali axborotlarni tahlil etish, baholash, boshqarish va yangi ma'lumotlarni yaratish.

3. O'z-o'zini rivojlantirish, o'z ustida ishlash kompetentligi ko'rsatkichlari:

- o'z kasbiy mahoratini oshirish rejasini tuza olishi;
- kasbiy rivojlanishiga oid manbalarni aniqlay olishi, o'zining va maktab ehtiyojlaridan kelib chiqib kasbiy malakasini oshirish bo'yicha o'quvlarni tanlay olishi va ularda ishtirok etish;
- AKT va global tarmoq resurslaridan foydalangan holda doimiy tarzda o'z kasbiy malakasini oshirib borish;
- boshqaruv (ta'lim berish) usullari, ta'lim va axborot texnologiyalaridan ta'lim jarayonida foydalanishga oid innovasiyalar bilan tanishib borish;
- kasbiy (rahbarlik, pedagogik, mutaxassislik) faoliyatini takomillashtirishda turli texnologiyalardan foydalanish;
- o'z kasbiy bilim va mahoratini oshirish hamda takomillashtirishda kollegial forumlardagi muhokamalarda ishtirok etish.

4. Mas'uliyat va moslashuvchanlik kompetentligi ko'rsatkichlari:

- ta'lim jarayonida yuz berayotgan turli o'zgarishlarga va yangilanish jarayonlariga tez va oson moslasha olish;
- ta'limdagi yangi yondashuv va strategiyalarni qabul qila olishi, ularni egallashi va o'z kasbiy amaliyotiga joriy eta olish;
- turli hil yangi vazifalar va mas'uliyatlarni qabul qila olish;
- o'ziga, jamoada va hamjamiyat miqyosida mas'uliyatli bo'lish;
- o'ziga va ta'lim muassasa xodimlariga nisbatan yuqori marra va standartlarni belgilash va ularga erishish.
- har bir o'quvchining o'zlashtirishi va muvaffaqiyatli ta'lim olishiga mas'uliyatni o'z zimmasiga olish;
- ta'lim jarayonining markaziga o'quvchini qo'yish va har bir o'quvchining o'zlashtirish va muvaffaqiyatli bo'lishi uchun mas'uliyatni o'z zimmasiga olish.

5. Inklyuziv ta'limni joriy etish kompetentligi ko'rsatkichlari:

- imkoniyati cheklangan o'quvchilarni ta'lim jarayoniga jalb qilishga oid qonun hujjatlarini bilish va ularning ta'lim olishlarini qo'llab-quvvatlashning turli strategiyalarini bilishi;
- imkoniyati cheklangan o'quvchilarni ta'lim jarayoniga jalb etishga qaratilgan tadbirlarni ishlab chiqish va joriy eta olish;
- tarbiyasi og'ir o'quvchilar bilan ishlashda yuzaga keladigan muammolarni samarali xal eta olish.

6. Huquqiy kompetentlik ko'rsatkichlari:

- qonunchilik normalarini bilish hamda ularga og'ishmay rioya qilish;
- ta'limning normativ-huquqiy hujjatlarini bilish va kasbiy faoliyatda samarali foydalana olish;
- o'z kasbiy faoliyatiga doir normativ-huquqiy hujjatlarni ishlab chiqishda ishtirok etish;
- bolalarning huquqlari to'g'risidagi normativ-huquqiy hujjatlarni bilish va ularga rioya qilish.

Pedagog kadrlarning xususiy kompetensiyalari:

1. Pedagogik kompetentlik.
2. O'quvchi(tarbiyalanuvchi)larning kompetensiyalarini holisona baholash kompetentligi.

1. Pedagogik kompetentligi ko'rsatkichlari:

- ta'lim oluvchilarning jismoniy, ijtimoiy va intellektual rivojlanish qonuniyatlarini bilish va ulardan kelib chiqib ta'lim sifatini oshirishga qaratilgan turli yondashuvlar, strategiya, texnologiya va metodlardan foydalana olish;
- ta'lim oluvchilarning ta'limiy ehtiyojlarini qondirishda o'qitishning differensiallashgan yondashuvlaridan foydalana olish;
- ta'lim mazmuni va strategiyalarini tushunishini namoyish qila olish;
- DTS, o'quv dasturlari va baholash mezonlarini inobatga olgan holda dars rejalarini tuza olish;
- ta'lim oluvchilarda kechadigan kognitiv jarayonlarni yaxshi bilishi;
- turli ta'lim yondashuvlari, strategiyalari, texnologiya va metodlarini tushunish va farqlay olish;
- ota-onalarni ta'lim jarayoniga jalb etishning turli strategiyalarini bilish;
- ta'lim oluvchilar jamoasini boshqarish va ular o'rtasida turli tadbirlarni tashkil eta olish;
- o'z fani bo'yicha o'qitishning texnik-didaktik vositalarini bilish;
- o'quv (mashg'ulot) xonalari, kabinetlari va laboratoriyalarining namunaviy jihozlanish normativlarini bilish va ulardan samarali

foydalana olish;

- tegishli jihoz, vosita va didaktik materiallardan foydalangan holda dars mashg'ulotlarini mahorat bilan o'tkazish.

2. O'quvchi(tarbiyalanuvchi)larning kompetensiyalarini holisona baholash mahorati ko'rsatkichlari:

- ta'lim oluvchilar bilimlari va kompetensiyalarini baholashning turli strategiyalaridan, diagnostik va umumiy yondashuvga asoslangan baholash usullaridan foydalana olishi;

- ta'lim oluvchilarning o'quv faoliyatini, bilim va kompetensiyalarini baholashga qaratilgan turli usul va vositalarni tanlay olish;

- baholashni ta'lim jarayonining ajralmas qismi sifatida tan olish, u orqali o'quvchilar bilan teskari aloqani o'rnatish;

- o'quvchilar o'zini baholashi, o'quvchilar boshqa o'quvchilarni baholashi va o'qituvchi tomonidan baholash yondashuvlaridan keng foydalanish;

- ta'lim oluvchilarning kompetensiyalarini baholash natijalarini tahlil qilish va ushbu tahlillar asosida pedagogik amaliyotga o'zgartirishlar kiritish va o'zining pedagogik faoliyatidagi keyingi qadamlarni belgilash

“AMALIY XORIJIY TIL” MODULI MALAKA TALABLARI

Modulning maqsadi:

Umumiy o'rta ta'lim maktablari ingliz tili kasbiy bilim va ko'nikmalarini Davlat talablari asosida chuqurlashtirish, yangilash va ta'lim-tarbiya jarayonida zamonaviy ta'lim texnologiyalari va metodlaridan foydalanish imkonini beradigan kompetensiyalarini rivojlantirish.

Modulning vazifalari:

- Umumiy o'rta ta'lim maktablarining ingliz tili o'qituvchilarining nazariy va amaliy, pedagogik-psixologik, metodik tayyorgarligi darajasini orttirish;
- Umumiy o'rta ta'lim maktablarining ingliz tili o'qituvchilarida ingliz tilini o'qitishda zamonaviy ta'lim texnologiyalari va metodlari haqidagi metodologik bilimlarni shakllantirish, ko'nikmalarini tarkib toptirish;
- ta'lim-tarbiya jarayonida zamonaviy ta'lim texnologiyalaridan foydalanish uchun zarur bo'lgan bilim, ko'nikma va kompetensiyalarini rivojlantirish;
- ingliz tilini o'qitishda zamonaviy ta'lim texnologiyalari va metodlarining o'ziga xosliklari va qo'llanilish sohalarini aniqlashtirish.

Amaliy xorijiy til moduli bo'yicha tinglovchilarning bilim, ko'nikma, malaka va kompetensiyalariga qo'yiladigan talablar

1. Mazkur kursi muvaffaqiyatli tugatgan tinglovchi quyidagilarni bилиши zarur:

- - ta'lim sohasidagi innovatsion faoliyat asoslarini;
- - fanни ўqitishda qullaniladigan zamonaviy endashuvlar va innovatsiyalarni;
- - fan nazariyasi va uni ўqitish metodikasi yuqqlari, fanning техника va ishlab chiqarishga qullanishi b'ycha tadqiqotlari;
- - STEAM endashuvi hamda aqli ta'lim (Smart Education) технологияlarini;
- - fanни ўqitishda qullaniladigan ilgor xoriжий tajribalarni
- - fanни ўqitishda q'yiladigan hozirgi zamon talablarini bилиши;

2. Quyidagi k'nikmalarга эга b'лиши lozim:

- - fan mazmuni, vositalari, metodlari va shakllarining uzviyligi va izchilligini ta'minlash;
- - darslarda ta'lim resurslaridan foydalaniш;
- - ўqitish mazmuniga oid axborotlarni qayta ishlash, umumlashtirish va ўquvchilarga etqazish;

3. Quyidagi mалаkalarни эгаллаган b'лиши шарт:

- - darslarda innovatsiyalarni q'llash;
- - TIMSS, PISA xalqaro tadqiqotlarida tabiiy fanlar savodxonligi

й'налишида ўtган йилларда foydalанилган savollardan ўquv жараёнида foydalaniш;

- - darсга q'yiladigan zamonaviy talablar asosida darslarni tashkil этиш;

4. Quyidagi kompetensiyalarni эгаллаган b'лиши шарт:

- Ўз-ўзини rivojlantirish, ўз uстida ishlash kompetentligi k'rsatkichlari:
- - zamonaviy endashuvlar va innovatsiyalardan kasbii faoliytda foydalaniш;
- - fani nazariyasi va uni ўqitish metodikasi yuqqlari, fanning техника va ishlab chiqarishga qullanishi b'ycha tadqiqotlardan хабардор b'лиш;
- Masъuliyat va moslashuvchanlik kompetensiyasi

- - таълим жараёнида юз бераётган турли ўзгаришларга ва янгиликларга тез ва осон мослаша олиш;
- - таълимдаги янги ёндашув ва стратегияларни қабул қила олиши, уларни эгаллаши ва ўз касбий амалиётига жорий эта олиш

Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

“Amaliy xorijiy til” moduli ma’ruza va amaliy mashg’ulotlar shaklida olib boriladi.

Amaliy mashg’ulotlarda xorijiy (ingliz) til o’qitish bo’yicha yaratilgan o’quv-uslubiy majmualar tarkibi, dars ishlanmalariga qo’yilgan talablar, xorijiy (ingliz) til o’qitishning o’ziga xos xususiyatlari va uni o’qitish metodikasi haqida ma’lumotlar beriladi. Amaliy mashg’ulotlarda dars ishlanmalarini tuzish, o’quvchilar bilimini baholash, sinfdan tashqari ishlar, darslarni kuzatish va tahlil qilish o’rgatiladi. Mashg’ulotlarda texnik vositalardan, ko’rgazmali va tarqatma materiallardan, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash va boshqa interaktiv ta’lim usullaridan foydalanish nazarda tutiladi.

Modulning o’quv rejadagi boshqa fanlar bilan bog’liqligi va uzviyligi

Modul mazmuni o’quv rejadagi “Ta’lim-tarbiya jarayonlarini tashkil etishning huquqiy-me’yoriy asoslari”, “Ilg’orta’lim-tarbiya texnologiyalari va pedagogic mahorat”, “Ta’lim jarayonlarida axborot- kommunikasiya texnologiyalarini qo’llash” bloklari, “Xorijiy (ingliz) tilni o’qitishda zamonaviy yondashuvlar va innovasiyalar” moduli bilan uzviy bog’langan holda pedagoglarning kasbiy pedagogic tayyorgarlik darajasini orttirishga xizmat qiladi.

Modulning uslubiy jihatdan uzviy ketma-ketligi

Asosiy qismda modulning mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalar va tezislar orqali ochib beriladi. Bunda mavzu bo’yicha tinglovchilarga yetkazilishi zarur bo’lgan bilim va ko’nikmalar to’la qamrab olinishi kerak. Asosiy qism sifatiga qo’yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo’layotgan ijtimoiy-siyosiy va demokratik o’zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohotlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so’ngi yutuqlari e’tiborga olinishi tavsiya etiladi.

Modulning ta'limdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar xorijiy (ingliz)til o'qitish metodikasini o'rganib, mustahkamlab, amalda qo'llash va baholashga doir kasbiy kompetentlikka ega bo'ladilar.

No	Модул мавзулари	Ҳаммаси	Жами ўқув юкламаси	назарий	амалий	Кўчма машғулот	Мустақил таълим
1	Demands and opportunities of learning foreign languages	2	2	-	2	-	-
2	English for specific purposes	2	2	-	2	-	-
3	Training the communicate competencies in learning foreign languages	2	2	-	2		
4	Development of language skills	2	2	-	2	-	-
	Жами	8	8		8		

1-Мавзу: Хорижий тил ўрганиш талаблари ва имкониятлари

Чет тилларни ўрганиш, ўргатиш, баҳолаш бўйича Умумевропа тавсиялари (CEFR) ҳақида умумий маълумотга эга бўлиш. Тизимнинг ташкил этиш тарихи билан таништириш. Унинг талаблари ва даражалари ҳақида тасаввурга эга бўлиш. Тингловчилар ўзларига қўйилган талабларни билиши ва ўрганиши, шунингдек ўргатиш ва баҳолашга доир масалалари ҳақида тушунчага эга бўлишлари лозим.

Бугунги кундаги глобаллашув ва замонавий ва технологик воситалар ёрдамида тингловчиларни хорижий ҳамкасблари билан алоқа ўрнатишни ўргатиш, интернет ёрдамида ўз мутахассислигига тегишли маълумотларни ола билиш. Узлуксиз равишда интернет тармоғида берилиб борилаётган маълумотлар билан танишиб бориш. Машғулотлар жараёнига интернет ресурсларидан олинган маълумотларни тадбиқ этиш, улардан ўз мутахассисликлари доирасида кенг фойдаланиш.

Грамматика: кишилик ва эгалик олмошлари, “to be” ва “to have got” феълининг шакллари ва ишлатилиши.

2-Мавзу: Хорижий тиллардан ижтимоий вазиятларда фойдаланиш

Инглиз тилида ўз мутахассислигига тегишли терминларни тушуниш, уларни қўллай билиш, махсус касбий матнларни асосий маъносини тушуна олиш. Мутахассисликка оид мавзуларда матн туза олиш, мулоқотга киришиш, таассуротларини, воқеаларни, муаммоларни, интилишларни таърифлаб бера олиш, ўз фикрини ва келажакдаги

режаларини баён қила олиш. Таълим муассасаси ҳақида маълумот, таълимга оид сўзлар, сўз бирикма ва атамалар. Ўз иш жойи ва лавозим мажбуриятлари ҳақида маълумот бера олиш.

Грамматика: There is/are конструкцияси. Саноқ сонлар 1-1000. Тартиб сонларнинг ясалиши. **In/on/at/under** – ўрин-жойнианглатувчи предлоглар.

3-Мавзу: Хорижий тилларни ўрганишда коммуникатив компетенцияларни шакллантириш

Тил кўникмалари гапириш, тинглаб тушуниш, ўқиш ва ёзувга тегишли бўлган машқларни бажара олиш. Саволларга жавоб бериш, берилган мавзуни ёритиб, гапириб бера олиш. Матнни тинглаб унинг мазмуни буйича саволларга жавоб бериш. Ўқиш, тест саволларига жавоб бериш. Берилган мавзуни ёритиб, матн ёзиш.

Ўзи ва яқинлари, дўстлари, яшаш жойи ва қизиқишлари ҳақида маълумот бериш ва сўраш. Танишув ва таништириш жараёнида ишлатиладиган сўз ва иборалардан тўғри фойдана олиш. Ўз оила аъзоларини таништира олиш, уларнинг ёши ва касби ҳақида маълумот бера олиш.

Кундалик ҳаётда ишлатиладиган сўз ва иборалар билан таништириш. Кун тартиби, иш жойи каби турли мавзуларда суҳбатлашиш. Махсус курс якуни бўйича синов (оғзаки) ўтказиш. Вақтни сўраш ва жавоб бериш. Хафта кунлари номлари билан таништириш.

Грамматика: In/on/at - пайтни англатувчи предлоглар.

4-Мавзу: Тил кўникмаларини ривожлантириш

Тил кўникмалари - гапириш, тинглаб тушуниш, ўқиш ва ёзувга тегишли бўлган машқларни бажара олиш. Инглиз тилида кўп қўлланадиган феъллар, инглиз тили гап тузиш қоидалари билан таништириш. Сўроқ гапларга жавоб қайтариш, берилган мавзуни ёритиб бера олиш. Матнни тинглаб унинг мазмуни буйича саволларга жавоб бериш. Берилган мавзуни ёритиб, матн ёзиш.

Ўзи ва яқинлари, дўстлари, яшаш жойи ва қизиқишлари ҳақида маълумот бериш ва сўраш. Танишув, таништириш ва вақт сўрашга оид сўз ва ибораларни мустаҳкамлаш. Ўз оила аъзолари, уларнинг ёши ва касби ҳақида маълумот бера олиш ва таништира олиш. Кундалик ҳаётда ишлатиладиган сўз ва иборалар билан таништириш. Кун тартиби ҳақида содда матн туза олиш. Махсус курс якуни бўйича синов (оғзаки) ўтказиш. Ўтилган мавзуларни машқлар орқали мустаҳкамлаш.

Грамматика: Оддий ҳозирги замон (Present Simple tense)- “to do” ёрдамчи феъли ёрдамида сўроқ ва инкор гаплар тузиш қоидалари.

LESSON 1. DEMANDS AND OPPORTUNITIES OF LEARNING FOREIGN LANGUAGES

Learning outcomes: By the end of the session participants will be able:

- to greet and farewell each other;

- to introduce and give short information about themselves ;
- to ask some questions about their family

Plan

1. Lead in 8 min
2. Presentation of greeting expressions 7 min
3. How are you ? 10 min
4. Personal and possessive pronouns 10min
5. Presenting the verb “to be” 5 min
6. Play “Snowball” 10 min
7. I have got a family 15 min
8. Where are you from? 10 min
9. Reflection 5 min

Lead in.

Objective: to give information about President’s resolution №1875, to talk about the importance of English in our life. What the CEFR is.

Time: 8 min

Material: Slides

Interaction: whole class

Procedure:

- Ask participants if they know something about President’s resolution №1875.
- Get some ideas from them.
- Add some information about the CEFR.

For example, President’s resolution №1875 was adopted on the 10th of December in 2012. One of the main points of the decree may be summarized as follows:

- Foreign languages should be taught to international standards to meet the

commercial, industrial, scientific and academic needs of Uzbekistan.

□ Foreign languages, mainly English, are to be taught from the first year of schooling.

□ The communicative approach is to be adopted.

o The CEFR is a comprehensive document, and as such, individual users can find it difficult to read and interpret.

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and

explanations for opinions and plans.

B 2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C 1 Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2 Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

1.Presentation of greeting expressions.

Objectives: to help participants to greet, to thank and farewell each other, to practice using the new vocabulary, to help participants to ask and answer each

other`s name

Time: 7 min

Material: flashcards

Interaction: individually, pair work, whole class

Procedure:

Step 1. Smile, greet the class and say your own name-Hello, I am Nozima.

- Invite the participants to say their own names, including the greeting Hello.
- Show the flashcards expressing parts of the day and say Good morning/Good afternoon/Good evening/Good night/Hello/Hi/How do you do?
- Show the flashcards and say Good-bye/Bye-bye.
- Let the participants practice these words in pairs .

Step 2. Focus participants` attention on listening script.

- Ask them to listen and guess the meaning of the conversation.
- Play the recording once.
- Elicit answers
- Introduce “What is your name?- My name is”
- Repeat with participants in chorus, in rows and individually.
- Do chain drill using these expressions.

□ How are you?

Objective: to help participants to ask and answer about each other`s state

Time: 10 min

Material: computer, screen, projector

Interaction: pair work

Procedure:

- Focus participants` attention on the picture of smiles. Ask them to guess the meaning of the question and answer. Elicit answers. Introduce the expression

“How are you?- I am good/I am great/I am fine/So-so/Not bad.”

□ Where are you from?

Objective: to help participants to explore and learn how to say their living country/city

Time: 15 min

Material: computer, screen, projector, flashcards of family members

Interaction: pair work

Procedure:

- Focus participants` attention on the picture of different cities and countries and the question “Where are you from?” Ask them to guess the meaning of this question. Elicit answers. Tell the translation of this question and ask participants to repeat after you.

Repeat with participants in chorus, in rows and individually. Do chain drill using these expressions.

2. Personal and possessive pronouns.

Objective: to give participants an opportunity to explore the translation of personal and possessive pronouns in English, to enable them to practice personal and possessive pronouns in English.

Time: 10 min

Material: computer, screen, projector

Interaction: pair work, group work

Procedure:

Step 1: Focus participants` attention on the picture of people. Ask them to guess the meaning of personal pronouns in English. Elicit answers .Then have the teachers repeat the words “he” and “she” , “he” for boys which means in Uzbek

“u” and in Russian “он”, and they used “she” for girls which means in Uzbek again “u” and in Russian “она”. For consolidation suggest the participants say “he” when you say a boy’s name or “she” when you say a girl’s name. You can repeat this with the words “his” and “her”.

Step 2. Ask the participants to look at the picture. Say that the children are playing a game “snowball”. Say that the girl is saying the first boy’s name and own name. The next boy repeats “His name is Dilshod. Her name is Sevara. My name’s ...” etc. You can also play the DVD to show the pupils how to perform this activity.

Step 3. Ask the participants to practice telling names

Step 4. Divide the class into two teams and show them people or things. Explain that the teams in turn should say the correct personal pronoun. Each correct answer gets 1 point. The team with the most points is the winner.

3. Presenting the verb “to be”

Objective: to give participants opportunity to explore the usage of the verb “to be” in English.

Time: 5 min

Material: computer, screen, projector

Interaction: pair work

Procedure:

Focus participants’ attention on the table. Introduce “to be” and explain when and how to use this grammar structure.

Verb “to be”

I’m (am)

from England

a student

You're (are)

He's (is)

She's (is)

It's (is) a computer

They're (are) in New York, married

Tell participants to make some sentences with the verb to be.

Game "Snowball"

Objective: to give participants opportunity to practice the usage of the verb "to be" in English.

Time: 10 min

Material: none

Interaction: pair work

Procedure:

- ask participants how they learn pupils' names. Accept all ideas. Say that they will experience one activity which helps to remember names and practice using "to be".

Explain how to play this game. Say your name and turn to the next participant. The second participant should repeat the trainer's name and add his/her name. The next participant should repeat the trainer's name, the name of the previous participant and add his/her name.

4. I have got a family

Objective: to introduce the grammatical structure "have got", to help participants to explore and learn how to say family members

Time: 15 min

Material: computer, screen, projector, flashcards of family members

Interaction: pair work

Vocabulary :

family, father, mother, brother, sister, grandmother, grandfather, husband, wife, son, daughter, aunt, uncle, children, grandson, granddaughter, grandchildren

Procedure:

Introduce the new grammar structure “have got”, explain how and when to use this verb.

Table of the verb “have got”

Working with authentic text

Objective: to give participants opportunity to practice the usage of the verb “to have” with different subjects.

Time: 10 min

Material: handout

Interaction: pair work

Procedure:

Focus participants` attention on the picture of an English family. Read the text and ask learners to try to translate the sentences looking at the picture and guess the meaning of the words in bold.

-Ask participants to make sentences according to the form.

I am Nozima. I am 30. I have got a husband and a son .And so on.

LESSON 2. ENGLISH FOR SPECIFIC PURPOSES

Learning outcomes: By the end of the session the participants will be able:

- to speak about their school;
- to speak about school things and subjects;

- to use prepositions of place ;
- to learn cardinal and ordinal numbers;
- to ask and answer about ages;

Plan

1. Warm-up: 5 min
2. Presenting the cardinal and ordinal numbers 15 min
3. Play the game. 15 min
4. Presenting school things and subjects 15 min
5. Interrogative and negative forms of the verb “to be” 10 min
6. Play “Guessing game” 10 min
7. Presenting “There is/are” and prepositions of place “in, on, under” 5 min
8. Practice the new grammar structure “There is/are” 5 min
9. Reflection 5 min

Procedure of the session

Warm-up.

Objective: to help participants to recycle the previous session

Time: 5 min

Material: None

Interaction: whole class

Procedure:

- Ask participants some questions from previous sessions.

For example: What is your name? How are you? How old are you?

- Tell them to work in pairs and make up a dialogue using questions What is your name? , How are you? , How old are you?. Give them 5 minutes.

1. Presenting numbers

Objective: to give participants opportunity to explore the numbers from 1 -1000, to practice their usage

Time: 10 min

Material: none

Interaction: pair work

Procedure:

Tell participants to look at the picture and guess the new grammar structure.

Introduce numbers and ask them to repeat after you. Focus on the endings “-ty, -teen” and practice to pronounce numbers with these endings.

Formation of ordinal numbers

Playing the game.

Objective: to give participants opportunity to practice numbers.

Time: 10 min

Material: none

Interaction: pair work

Procedure:

Tell learners to start a counting chain from 1-100 round the class. Explain them

that if any learner who cannot say a number is out of the game. The learner who remains at the end is the winner.

How old are you?

Objective: to help participants to explore and learn how to say their age, to enable them to practise saying their age and asking about others' age.

Time: 5 min

Material: computer, screen, projector

Interaction: pair work

Procedure:

Focus participants` attention on the question and answer about the age. Ask them to guess the meaning and elicit the answers. Explain the meaning of this question and ask them to repeat after you in chorus. Do chain drill with them to practice the expression.

P1: I am 41. How old are you?

P2: I am 32. How old are you?

2. Presenting school things and subjects

Objective: to help participants to learn school things with structure "It is a ... " and ask the name of school things with the question "What is this?"

Time: 15 min

Materials: computer, screen, projector, pictures

Interaction: work in chorus, in rows and individually

Procedure:

Focus participants` attention to the pictures of school things and to the question "What is this?" Ask them to guess the meaning of the words and the question

"What is this?" and to copy out the vocabulary. Repeat these words with participants in chorus, in rows and individually. Let the participants work in pairs, ask each others and answer the question "What is this?"

P1: What is this ?

P2: This is a pen .

Introduce the participants with school subjects (English , Russian ,maths , chemistry ,biology , mother tongue ,literature , geometry , algebra , PI (physical instruction)).

Let the participants practise the pronunciation of these words .Ask them questions like What subject do you teach ? What subjects do pupils study ?

Objective: to introduce and practice the interrogative form of the verb “to be”

Time: 10 min

Material: computer, screen, projector, pictures

Interaction: pair work

Procedure:

- Introduce the interrogative and negative forms of the verb “to be”

Ask participants to make some sentences with the verb “to be” in

interrogative, then in negative form

It is a book. Is it a book?

It is a pen. Is it a pen?

- Give some sentences in Uzbek and ask participants to translate them into English.

Bu qalam. Bu qalammi? (Это ручка. Это ручка?)

Bu parta. Bu partami? (Это парта. Это парта?)

□ Play “Guessing game”

Objective: to help participants to practice school things with structure “Is it a ...?”

Time: 10 min

Material: none

Interaction: whole class

Procedure:

- Tell participants that they will play the game. Explain the rule of the game .Invite one participant to the blackboard and ask him/her to guess a school thing you are thinking .The participant should ask questions using “Is it a ...?” and guess the

school thing .If this participant can guess then he/she will be a leader .Others will

guess .

Write the negative form of following sentences

1. It is a pencil-case. _____
2. I have got a big family. _____
3. We are brothers. _____
4. Dilnoza has got a note-book. _____

3. Presenting “There is/are” and prepositions of place “in, on, under”

Objective: to introduce new grammar structure “There is/are” connected with prepositions of place “in, on, under”.

Table of “there is /there are” construction

Write there is / are.

1. _____ a car on the road.
2. _____ cars on the road.
3. _____ a big tree.
4. _____ two big trees.
5. _____ a young boy.
6. _____ young girls.
7. _____ balloons.
8. _____ a yellow balloon.
9. _____ a house.
10. _____ houses.

Time: 5 min

Material: computer, screen, projector or flashcards, realia

Interaction: whole class

Procedure:

- Introduce the participants new grammar materials: prepositions of place “in, on, under” and construction “There is/are”. Explain how to use and when to use “There is/are” and prepositions of place “in, on, under”.

Participants give their own examples

There are pens in the pencil box.

Look at the picture and put the right preposition.

The clock is the wall.

The ball is the table.

The cat is the armchair.

The carpet is the floor.

The lamp is the table.

The flowers are the vase.

Practice the new grammar structure “There is/are”

Objective: to give participants opportunity to practice the usage of the new grammar structure

“There is/are” and prepositions of place “in, on, under, at”.

Time: 5 min

Material: computer, screen, projector, cards

Interaction: individually

Procedure:

-Distribute the participants different cards. Ask them to make up sentences according to the picture of a card. The participants will read their sentences .Tell the participants to be attentive in order to find each other’s mistakes.

Reflection

Objective: to reflect the session with the help of tests

Time: 5 min

Material: handouts

Interaction: individually

Procedure:

- Distribute the participants handouts with tests .Let them do the test in five minutes .Then check the tests together with the participants.

Comprehension tests

1.What your name?

a) am

b) are

37

c) is

d) has

2.I am Uzbekistan.

a) from

b) Tashkent

c) bye

d) in

3.How you?

a) it

b) is

c) are

d) am

4.I am a driver. This is car.

a) you

b) my

c) it

d) he

5. Ann is a pupil. It is skirt.

a) their

b) our

c) his

d) her

LESSON 3. TRAINING THE COMMUNICATIVE COMPETENCIES IN LEARNING FOREIGN LANGUAGES

Learning outcomes: By the end of the session the participants will be able:

- to speak about their profession;
- to speak about professions of other people;
- to use the Present and Past Simple tenses in speech ;
- to communicate with each other in English

Plan

1. Warm-up. 10 min
2. Presenting Professions 10 min
3. Presenting time expressions 10 min
4. Presenting the Present Simple tense 15 min
5. Practising Present Simple Tense 10 min
6. Play “Guessing game” 10 min
7. Competition 10 min
8. Reflection 5 min

Procedure of the session

- Warm-up.

Objectives: to help participants to remember the previous sessions, to talk about oneself and about working place

Time: 10 min

Material: pictures and flashcards

Interaction: whole class

Procedure:

Ask participants some questions from previous sessions. For example: What is your name? What are you? Where do you work? Where is your school?

1. Presenting professions

Objective: to help participants to learn new words on the theme

Time: 10 min

Materials: computer, screen, projector, pictures

Interaction: work in chorus, in rows and individually

Vocabulary : secretary ,writer ,dressmaker ,baker ,seller, policeman, engineer
doctor ,businessman , teacher, nurse, housewife, cook, driver,worker

Procedure:

Focus participants` attention to the pictures of professions and tell them in English.

Introduce the questions What is she/he? Where does he/she work ? Ask them to copy out the vocabulary.

Professions and People

Tell them to repeat these words and questions in chorus, in rows and individually.

Let the participants work in pairs, ask each other several questions and answer.

P1: What is he ?

P2: He is a doctor.

P1: Where does he work ?

P2: He works in the hospital .

P1: What do you do?

P2:.....

Tell participants match pictures with words. Explain the rule of hanout and make a sentence with new words.

Handout 1

2. Presenting time expressions

Objective: to raise awareness of time expressions, enable participants to tell and ask about the time

Time: 10 min

Materials: computer, screen, projector, pictures

Interaction: work pairs and individually

Vocabulary : clock, hour, minute, past, to, a.m., p.m., half, a quarter

Procedure:

Point to the classroom clock and ask learners ‘What’s the time?’ If possible, do this on the hour, so that only a simple ‘It’s x o’clock’ is required. Otherwise, help learners with the answer and don’t worry about accuracy at this stage. Use a teaching clock, or even take the classroom clock off the wall. Without moving the hands, review the numbers one to twelve by counting the numbers on the clock face.

Practising telling the time

Now participants work in pairs or individually with the given handout

Interaction: pair work

Procedure:

Tell participants to work in pairs. Ask the first participant to make up sentence with one of the verbs speak ,write ,give ,take ,go, work and come by one by. Tell the second participant to say his/her pair the sentence in the 3rd person. Example:

P1: I speak Uzbek .P2: He/she speaks Uzbek.

Play “Guessing game”

Objective: to help participants to practice listening and understanding

Time: 10 min

Material: none

Interaction: whole class

Procedure:

Tell participants that they will play the game. Explain the rule of the game .First

you tell a sentence like He works at school .The participants should guess the profession .A participant who can guess the profession will be a leader .He/she tells a sentence, others will guess .

E.g. She works at the office .He works in hospital. He works in the shop .They write books.

Procedure:

Divide the teachers into groups of five. Ask them to speak with each other using all learnt materials by asking and answering. Tell the participants that they compete with each other speaking. The groups ask and answer, use the Present and Past Simple Tenses .The group which speak most is the winner.

Distribute the participants handouts with tests .Let them do the test in five minutes .Then check the tests together with the participants. Ask the participants to correct each other's mistakes.

LESSON 4. DEVELOPMENT OF LANGUAGE SKILLS

Learning outcomes: By the end of the session the participants will be able:

- to speak on the topic “My Day”;

- to speak about professions and several workplaces;
- to use the Present Simple tenses in speech and exercises ;
- to communicate with each other in English

Plan

1. Warm-up. 10 min
2. Presenting My Day 15 min
3. Practising Present Simple Tense 15 min
4. Play “Guessing game” 10 min
5. Write “about myself” 10 min
6. Competition 15 min
7. Reflection 10min

Procedure of the session

Outcomes

Participants will have known how to use —Present Simple in the third person singular. Participants will be able to talk to groupmates about their free time.

Warm up:

1. What do you like to do in your free time?
2. What kind of activities do you know?

Presenting Present Simple Tense

Objective: to give the participants opportunity to explore Present Simple Tense, to present the verbs speak ,write ,give ,take ,go, work and come

Time: 10 min

Material: pictures

Interaction: whole class

Procedure:

First present the verbs speak, write, give, take, go, work and come. Explain the teachers the formation and usage of the Present Simple Tense with the help of pictures and examples. You can use miming also. Tell the participants to make their own sentences in the Present Simple Tense using these verbs.

Affirmative form Interrogative form Negative form

I work

You work

He (she, it) works

We work

You work

They work

Do I work?

Do you work?

Does he (she, it) work?

Do we work?

Do you work?

Do they work?

I do not (don't) work.

You do not (don't) work.

He does not (doesn't)

work.

We do not (don't) work.

You do not (don't) work.

They do not (don't) work.

Practice Present Simple Tense

Objective: to give the participants opportunity to practice Present Simple Tense

with the verbs speak ,write ,give ,take ,go, work and come

Time: 10 min

Material: pictures

Write the verbs in brackets in the correct tense.

Handout 1

Complete the sentence. Use the correct form of these verbs.

to work to have lunch to get up to teach to go to read to go

Example : She goes to bed.

We _____ pupils at school.

She _____ at 13 o'clock.

My mother and father _____ in the hospital.

Her brother _____ books in the evening.

I _____ at 6 o'clock.

Write the negative.

I watch TV. I don't watch TV.

My friend speaks English. _____.

We write. _____.

They have supper. _____.

My sister goes to school. _____.

You have a rest. _____.

Read about Bobbi Brown's weekends. Complete the text with the verbs.

Gets up / lives / is / loves / works / doesn't / work / interviews / starts

Bobbi's weekends

Bobbi Brown in New Jersey. She ... thirty-four and ... for SKY TV in New York City. But she on weekdays, she only works at weekends. She... famous

people for an early morning news programme called The World This Weekend. On Saturdays and Sundays, she ... at 3.00 in the morning because she ... work at 6.30. She... her job because it is exciting.

Read and translate the text.

My daily routine

My name is Lucy. I get up at 6 o'clock. I have breakfast at 7 o'clock. I go to school at 7.30. Every day I have 5 lessons. After school I go home. I have lunch at 13 o'clock then I have a rest. I go to bed at 22 o'clock.

Tasks for self-study. Answer the questions and make a dialogue.

- 1 What time do you get up?
- 2 What time do you have breakfast?
- 3 What do you usually have for breakfast?
- 4 When does your work start?
- 5 When do you leave home?
- 6 How do you get to your work?
- 7 How long does it take you?
- 8 What do you do when you come to your office?
- 9 What time do you have lunch?
- 10 Where do you usually have lunch?
- 11 What do you usually do after lunch?
- 12 When do you leave work?
- 13 When do you come home?
- 14 What time do you have dinner?
- 15 What do you do after dinner?
- 16 What time do you go to bed?

KEYSLAR

Case 1. How to take an interview and bypass competitors?

A premiere of the film with participation of a star of Hollywood is being

passed in your city. You are the young, vigorous journalist constantly working over yourself. You know several foreign languages and have finished courses on psychology of the person. You work in one very popular publishing magazine.

You know that in department where you work, the hidden conflict between employees for the right to interview influential people takes place. One of employees is you. All employees of your organization show identical level of the professional skills, comparable experience and formation. Before your department there is problem, to achieve an audience and to make the interview with the protagonist (leading character) of the film.

In the meantime, employees of other well known magazine had undertaken the attempts of a meeting with a star too. Advantage of this magazine before yours is that the star had already given the interview to this publishing house before. Having made monitoring of interest of your potential respondent, you learnt that both of you have identical preferences in meal, as well as he is found of riding as you.

After conversation with the editor-in-chief and offers to interview a star you understand that he actually is interested in other journalist.

However, you have all possibilities to convince star to come to you.

Questions and tasks:

1. How will you act in such situation?
2. How do you use language skills and knowledge received on courses?
3. As you are a young woman will you apply the female charm persuading the chief to allow to interview to you?
4. How will you motivate the respondent on conversation with you?
5. How will you eliminate competitors not only from your department, but also from other magazine?
6. Whether the information about celebrity's preferences will help you?

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топшириқ тарзидаги, босма ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;

Case 2. Andrea's story

I was a chubby child growing up with a perfectly skinny twin sister. She seemed to receive all my parents and our peer's attention because she was thin. I felt ignored which developed my shyness. She dominated in almost everything that we did together. I thought that going on a diet would increase my self-esteem and get people to notice me. I did not starve myself, but I would limit my caloric in take to about eight hundred calories.

I would eat a bowl of cereal for breakfast so my parents would think I was eating properly. I wouldn't eat lunch. I'd make up excuses like I either did not have any money or I was not hungry and I would eat later. After school I would go to tennis practice on an empty stomach and exercise as much as I could for two hours. My family always ate dinner together, so I would eat a full meal to keep everybody from assuming that I had an eating disorder. I'd always tell my mom that certain items were too fattening and I couldn't eat them.

Question: Does Andrea have a problem or disease? What would you do if you were Andrea?

Case 3.

Anju Talwar encourages her students to keep a literature logbook Teacher

Anju Talwar teaches English in Class IX at a local government girls' school. My students come from a village that has no cinema hall or Internet booth. Nor do all the girls have a TV set at home. All this, however, does not lessen the girls' eagerness to learn English. They read their English lessons regularly because the only English they get to see is in the lessons in their English textbook. They write and memorise answers, complete gap-filling exercises, match columns and do other comprehension tasks to get good marks in the English exam. I realise that I cannot stop my students from reading their English lessons to prepare for their exams. But I also hope, as their English teacher, to make them enjoy reading the stories, adventure tales, poems, plays, travel accounts and other interesting units given in their textbook. I believe this will encourage them to enjoy reading literature outside the class text and develop their language skills. Last year, I decided to try a new strategy to make my students read their English literature lessons. I made every student record their feelings about the story (or play, or poem, etc.) they had just read in a notebook. I explained this was called a logbook and that they could use it to note down answers to some questions about the text.

Description An example of a student's logbook. It is a table of two columns.

The righthand column is blank; the rows in the left-hand column read 'Date', 'Title of the story/poem/other', 'Author (if given)', '1. The character I liked the most',

'2. The reasons why', 'Five memorable sentences/pieces of dialogue from the text', and 'Why I liked/did not like the text'. I gave my students a week to finish reading and noting down their responses. I allowed them to note down their feelings in their home language the first time, because I did not want them to feel they were writing a test. At first, the students found it difficult to read the lesson without help, and they kept asking me for the meanings of new words. I encouraged them to guess the meanings by reading the surrounding sentences carefully. Slowly, the girls began to enjoy the challenge of reading on their own.

Every Friday, the students talked about the book that they had read or were reading. Because they could speak in their home language, they participated eagerly in the discussion.

Case 3. Sonia Sinha helps her students to understand plays Teacher Sonia

Sinha is an English teacher for Class IX in a local CBSE school. I love to read English plays, so when I was appointed as an English teacher I was very excited. On my first day, I asked the students whether they had read any of the plays in their Literature Reader. The students said they were waiting for me to give them notes that they would memorise for the exams, and one student asked if he could write answers from a guidebook. I was shocked to hear such comments. I realised that they were all serious about their English course, but somehow they had not learnt how to read and respond to a play. They looked at the chapters in their Literature Reader simply as lessons to 'prepare' for the examination. I realised I would have to do something to change the way students read literature. I wanted my students to focus on a play's dialogue and stage directions [additional information given beside the dialogue that tell us where the characters are placed and what expressions they have to enact], and see how these contributed to the theme of the play. I wanted them to notice that the dialogue makes the reader

understand what the characters feel and how they express their feelings and opinions. I thought of a strategy. A day before my drama class, I selected a student, Satish, and made him practise reading with me a few short pieces of dialogue, as if we were acting a play on the stage. The next day, I announced to my class that they would listen to a play. I told the students to pay attention to their reading, because they would have to answer questions on it. Then Satish and I read the dialogue as naturally as we could.

Case 4.

Question: Was Rohan watching TV? How can you substantiate that?

GLOSSARIY

Ingliz tilida Ўзбек тилида Рус тилида

Vocabulary Луғат, сўз бойлиги

Словарь, словарный запас

Listening skills Тинглаб тушуниш Навыки иностранного аудирования

Speaking skills Гапириш Навыки иностранного говорения

Reading skills Ўқиш Навыки иностранного чтения

Writing skills Ёзиш Навыки иностранного письма

Role-play and didactic games Ролли ва дидактик ўйинлар

Ролевые и дидактические игры

Error correction Хатолар устида ишлаш Работа над ошибками

Written speech Ёзма нутқ Письменная речь

Spoken speech Оғзаки нутқ Устная речь

Create language atmosphere Тил муҳитини яратиш

Создать атмосферу языка Stage Босқич Этап, стадия

Assessment Баҳолаш Оценка

Feedback Такриз Отзыв

Reflection Акс таъсир Размышление

Competency Компетенция компетенция

Intensive Интенсив Интенсивный, напряжённый

Lesson outcome Дарс натижаси Результат урока

Communication Мулоқот общение

Social situation Ижтимоий вазият Повседневная ситуация

Icebreaker Музёрап “ледокол” –упражнение для
создания позитивной атмосферы

Warmer Қиздирувчи машқ Разминка

Brainstorm Ақлий хужум Мозговой штурм

Presentation Такдимот Презентация

Concept Концепция, тушунча Концепция, понятие
Integration Интеграциялаштирилган (бошқафанларга боғланган)
Интегрирование
Authentic Асл Аутентичный, подлинный
Responsibility Масъулият Ответственность
Educative Таълимий Образовательный
Upbringing Тарбиявий Воспитательный
Technique Технология Технология
Awareness Билиш, маълумотга эга бўлиш, компетентлик
Информированность, компетентность
Subheading Бўлим Подзаголовок, подразделение, часть
Jigsaw Зигзаг Зигзаг
Handout Тарқатма Раздаточный материал

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Санкт-Петербург

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