O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGI

ANDIJON VILOYATI PEDAGOGLARNI YANGI METODIKALARGA O‘RGATISH MILLIY MARKAZI

«TASDIQLAYMAN»
Markaz direktori
_____ M.Abdullayeva
2024-yil « ___ _____»

NGLIZ TILI FANI O‘QITUVCHILARINI

MA’RUZA MATNI

ANDIJON -2024

Mazkur o‘quv-uslubiy majmua Tillarni o‘qitish metodikasi kafedrasining 2024-yil _____ dagi № _____-sonli yig’ilishida ko‘rib chiqilgan, hududiy markaz Ilmiy-metodik kengashining 2024-yil _____-_____ -sonli buyrug’i bilan tasdiqlangan.

Tuzuvchilar: *N.Jambilov* - Andijon VPYMO‘MM Tillarni o‘qitish metodikasi kafedrasi ingliz tili fani o’qituvchisi

S.Erkaboyeva - Andijon VPYMO‘MM Tillarni o‘qitish metodikasi kafedrasi ingliz tili fani o‘qituvchisi

Taqrizchi: *B.Toshboyeva* – Andijon davlat chet tillari instituti pedagogika fanlari bo‘yicha falsafa doktori

KIRISH

Ushbu ishchi o‘quv dasturi O‘zbekiston Respublikasi Prezidenti SH.Mirziyoyev rahbarligidagi 2023-yil 23-avgust kuni kengaytirilgan videoselektor yig‘ilish qarori, O‘zbekiston Respublikasi Prezidentining 2022-yil 11-maydagi “2022-2026 yillarda xalq ta’limini rivojlantirish bo‘yicha milliy dasturni tasdiqlash to‘g‘risida”gi PF-134-son Farmoni, 2019-yil 29-apreldagi “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish Konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5712-son Farmoni, 2021-yil 25-yanvardagi “Xalq ta’limi sohasidagi ilmiy-tadqiqot faoliyatini qo‘llab-quvvatlash hamda uzluksiz kasbiy rivojlantirish tizimini joriy qilish chora-tadbirlari to‘g‘risida”gi PQ-4963-son, Vazirlar Mahkamasining 2022-yil 17-yanvardagi “Xalq ta’limi xodimlarini uzluksiz kasbiy rivojlantirish tizimini tashkil etish tartibi to‘g‘risidagi nizomni tasdiqlash haqida”gi 25-son qarorlarida belgilangan vazifalar hamda Xalq ta’limi vazirining 2022-yil 20-apreldagi “Davlat ta’lim talablarini tasdiqlash to‘g‘risida”gi 121-sonli buyrug‘i, Maktabgacha va maktab ta’limi vazirining 2023-yil 15-maydagi “Umumiy o‘rta ta’lim maktablari uchun 2023-2024-o‘quv yiliga mo‘ljallangan tayanch o‘quv rejani tasdiqlash to‘g‘risida”gi 125-sonli va 2023-yil 14-noyabrdagi “Maktab o‘qituvchilarining malaka oshirishga bo‘lgan ehtiyojlarini diagnostikadan o‘tkazishni tashkil qilish to‘g‘risida”gi 540-sonli buyrug‘i ijrosini ta’minlash maqsadida, shuningdek, umumiy o‘rta ta’lim maktab o‘qituvchilarining kasbiy standartlari asosida rahbar va pedagog kadrlar malakasini oshirishning ilg‘or va shaffof tashkiliy-huquqiy mexanizmlarini tatbiq etish yo‘li bilan umumiy o‘rta ta’lim tizimida kadrlar siyosatini shakllantirishning zamonaviy tamoyillarini joriy etish bo‘yicha belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo‘lib, zamonaviy talablar asosida umumiy o‘rta ta’lim muassasalari pedagog kadrlari malakasini oshirish jarayonlarining mazmunini takomillashtirish hamda ularning kasbiy kompetentligini muntazam oshirishni nazarda tutadi.

Ishchi o‘quv dastur mazmuni Maktabgacha va maktab ta’limi vazirligining 2023-yil 14-noyabrdagi 540-son buyrug‘i asosida o‘tkazilgan diagnostik test natijalariga ko‘ra o‘quv fanlarining nazariyasi va amaliyoti uyg‘unligini ta’minlash, ta’limdagi ilg‘or yutuqlarni o‘rganish, inklyuziv ta’limga qadriyatli munosabat, o‘quv-tarbiya jarayonini modellashtirish va uni ta’lim jarayoniga tatbiq etish, ta’limda raqamli texnologiyalardan samarali foydalanish, XXI asr ko‘nikmalarini rivojlantirish: 4K - tanqidiy va kreativ fikrlash, hamkorlikda ishlash va kommunikativ ko‘nikmalarini shakllantirish hamda tarbiyaviy faoliyatni tashkil etish bo‘yicha tegishli yangi bilim, ko‘nikma, malaka va kompetensiyalarni shakllantirishga yo‘naltirilgan. Shuningdek, mazkur dastur doirasida taqdim etilayotgan o‘quv modullarining mazmuni umumiy o‘rta ta’lim muassasalari pedagog kadrlarining malakasini oshirish sifati va ularning tayyorgarligiga qo‘yiladigan umumiy malaka talablari asosida shakllantirilgan bo‘lib, pedagoglarning o‘z kasbiy faoliyatiga doir zamonaviy bilim va innovatsiyalar, ilg‘or xorijiy tajribalardan samarali foydalanish hamda axborot-kommunikatsiya

texnologiyalarini o‘quv jarayoniga keng tatbiq etish darajasini oshirish hisobiga ularning uzluksiz kasbiy rivojlanishini nazarda tutadi.

Umumiy o‘rta ta’lim maktab o‘qituvchilarining uzluksiz kasbiy rivojlantirish kursi namunaviy o‘quv dasturi, umumiy o‘rta ta’lim maktab o‘qituvchilari kasbiy standartida belgilangan kompetensiyalar va diagnostik test natijalari asosida IV tabaqada shakllantirilgan tayanch o‘quv rejasining 2 ta blok tarkibidagi quyidagi 8 ta o‘quv modullar mazmunini o‘z ichiga oladi:

Umumiy o‘rta maktablari Ingliz tili fani o‘qituvchilari
O‘quv mashg‘ulotlari uchun ajratilgan soatlarning mavzular bo‘yicha taqsimoti

№	Mavzular	Umumiy o‘quv yuklama hajmi	Ma’ruza	Amaliy mashg‘ulot	Mustaqil ta’lim
1.2.2	Ingliz tili fanini o‘qitishda xalqaro baholash dasturlaridan foydalanishning ahamiyati	2	2		

1.3.1	Ingliz tilini o’qitishda raqamli texnologiyalar tushunchasi	2		2	
2.1.1	Ingliz tili fanini o‘qitishda ta’limning asosiy nazariyalari	2	2		
2.1.2	Ingliz tili darslarini zamonaviy texnologiyalardan foydalangan holda rejalashtirish va tashkil etish	2		2	
2.2.1	Ingliz tili fanini o‘qitishda ilg’or pedagogik texnologiyalar va ularni amaliyotga joriy etish usullari	2		2	
2.2.2	Ingliz tili fanini o‘qitishda ta'limiy loyihalarni qo‘llash.	2		2	
2.2.3	Ingliz tili fanini o‘qitishda loyiha turlari va ularning strukturalari.	2		2	
2.2.4	Ingliz tili fanini o‘qitishda muammoli ta'limning ilmiy-nazariy asoslari.	2		2	
2.2.5	Ingliz tili fanini o‘qitishda trening mashg`ulotlarini tashkil etish qoidalari.	2		2	
2.3.1	Ingliz tili fanini o‘qitishda 4-K ko‘nikmalarini shakllantirish.	2	2		
2.3.2	Ingliz tili fanini o‘qitishda zamonaviy strategiyalari va metodlardan foydalanish.	2		2	
2.3.3	Hamkorlikda ishlash va muloqot ko‘nikmalarini rivojlantirishning zamonaviy strategiyalari va metodlari.	2		2	
2.3.4	Ingliz tili fanini o‘qitishda 4-K ko‘nikmalarini integratsiyalashgan holda rivojlantirishning samarali yo‘llari.	2		2	
Jami		26	6	20	

NAZARIY VA AMALIY MASHG‘ULOTLAR MAZMUNI

1.2.2 Mavzu: Ingliz tili fanini o‘qitishda xalqaro baholash dasturlaridan foydalanishning ahamiyati. (2-soat amaliy mashg‘ulot)

Xalqaro baholash dasturi asosida boshlang‘ich sinf o‘quvchilarininig tashkiliy pedagogik xususiyatlari. PIRLS, PISA, TIMSS – xalqaro baholash dasturining mazmun-mohiyati, maqsad va vazifalari. Xalqaro PIRLS-2021 dasturining tadqiqot natijalari tahlili. O‘quvchilarning o‘qish savodxonligini baholash bo‘yicha ishlab chiqilgan topshiriq namunalari asosida ishlash. O‘qish savodxonligi darslaridagi

mavzular asosida PIRLS topshiriqlarini tayyorlash. To‘garak darslarida PIRLS topshiriqlaridan foydalanish.

1.3.1 Mavzu: Raqamli texnologiyalar tushunchasi. (2-soat ma’ruza)

Raqamli texnologiyalar tushunchasi. Kasbiy mahoratni shakllantirish va rivojlantirish hamda dars samaradorligini oshirishga oid AKT vositalari va Internet resurslar. Elektron pochtadan foydalanish. Mustaqil ta’lim uchun mo‘ljallangan texnologiyalar.

2.1.1 Mavzu: Ingliz tili fanini o‘qitishda ta’limning asosiy nazariyalari. (2-soat ma’ruza)

Ingliz tili fanining ilmiy-nazariy asoslari bo‘yicha dolzarb muammolar yangiliklar, ilmiy izlanishlar. Ilg‘or xorijiy tajribalarga asoslangan alifbe, yozuv, ona tili, o‘qish savodxonligi, matematika, tabiiy fanlar, tarbiya, informatika va axborot texnologiya, tasviriy san’at, texnologiya fanlarining o‘ziga xosligi, uzviyliugi va sinflar kesimida o‘zaro muofiqligi.

2.1.2 Mavzu: Ingliz tili darslarini zamonaviy texnologiyalardan foydalangan holda rejalashtirish va tashkil etish. (2-soat amaliy mashg‘ulot)

Ilg‘or xorijiy tajribalarga asoslangan alifbe, yozuv, ona tili, o‘qish savodxonligi, matematika, tabiiy fanlar, tarbiya, informatika va axborot texnologiya, tasviriy san’at, texnologiya fanlari darsliklarining tahlili, muammolar va ularni bartaraf etish yo‘llari.

2.2.1 Mavzu: Ingliz tili fanini o‘qitishda ilg‘or pedagogik texnologiyalar va ularni amaliyotga joriy etish usullari. (2-soat amaliy mashg‘ulot)

Ingliz tili fanida o‘yin texnologiyalarini qo‘llashning samarasi. Ingliz tili fani fanlari: alifbe, yozuv, ona tili, o‘qish savodxonligi, matematika, tabiiy fanlar, tarbiya, informatika va axborot texnologiya, tasviriy san’at, texnologiya fanlaridan ta’limiy o‘yinlar va lardan foydalanish imkoniyatlari.

2.2.2 Mavzu: Ingliz tili fanini o‘qitishda ta'limiy loyihalarni qo‘llash. (2-soat amaliy mashg‘ulot)

“Loyiha” tushunchasi va “Loyiha ta’limi”ning mazmun mohiyati, maktab ta’limida loyiha texnologiyalaridan foydalanish tarixi va amaliyoti haqida. Maktab ta’lim sifatini yaxshilashda fanlar kesimidagi muammolarni, ehtiyojlarni aniqlash va maqsadli “ta’limiy loyiha”larni ishlab chiqish mexanizmi. Loyihani amalga oshirish guruhini shakllantirish va vazifalarni taqsimlash, loyiha faoliyatini rejalashtirish va tashkil etish bo‘yicha amaliy mashq va topshiriqlar.

2.2.3 Mavzu: Ingliz tili fanini o‘qitishda loyiha turlari va ularning strukturalari. (2-soat amaliy mashg‘ulot)

“Muammoli vaziyat” metodi haqida. Dars jarayonida muammoli vaziyatlar hosil qilish va ularni yechish usullari. Muammoli ta’limning o‘quvchilar ijodiy tafakkuri va ijodiy qobiliyatlarini o‘stirishdagi ahamiyati. Muammoni turli nuqtayi nazardan o‘rganish, tahlil qilish. Turli o‘quv fanlari bo‘yicha dars jarayonida muammoli vaziyatlar hosil qilish va ularni yechish usullari haqida.

2.2.4 Mavzu: Ingliz tili fanini o‘qitishda muammoli ta'limning ilmiy-nazariy asoslari. (2-soat amaliy mashg‘ulot)

Hamkorlikdagi ta’limning tarkibiy qismlari; o‘zaro ijodiy va ijobiy bog‘liqlik; shaxsiy javobgarlik; bir-biriga rag‘batlantiruvchi ta’sir ko‘rsatish; samarali muhokama; guruh ishini samarali tashkil etish va natijani tahlil qilish. Hamkorlikdagi ta’limni amalga oshirishda interfaol metodlarni qo‘llash samaradorligi.

2.2.5 Mavzu: Ingliz tili fanini o‘qitishda trening mashg`ulotlarini tashkil etish qoidalari. (2-soat amaliy mashg‘ulot)

Trening texnologiyasi o‘quvchi talabalarni dars jarayonida turli adabiyotlar va matnlar bilan ishlash, o‘rganilgan materyalni yodida saqlab qolish, fikrini erkin bayon eta olish, hamda bir dars jarayonida baholay olishga qaratilgan.
Trening- ingliz tilidan olingan bo`lib, training-train-o`qitmoq, tarbiyalamoq, mashq degan ma’nolarni bildiradi. Mavzular asosida trening mashg‘ulotlari namunasini ko`rsatish va o‘tkazish.

2.3.1 Mavzu: Ingliz tili fanini o‘qitishda 4-K ko‘nikmalarini shakllantirish. (2-soat ma’ruza)

XXI asr ko‘nikmalari va turlari haqida umumiy tushuncha. 4K - kollaboratsiya, kommunikatsiya, kritik va kreativ fikrlash ko‘nikmalarining izohi, ularning domenlari va xususiyatlari, ulardan ko‘zlangan maqsad va vazifalar tahlili.

2.3.2 Mavzu: Ingliz tili fanini o‘qitishda zamonaviy strategiyalari va metodlardan foydalanish. (2-soat amaliy mashg‘ulot)

Kreativ fikrlash” (o‘z maqsadlarga erishish yo‘lida yangiliklarga qo‘l urish, noodatiy qarorlar qabul qilish, ixtirochilik ko‘nikmalarini o‘rgatish), “Kritik fikrlash” (o‘z mustaqil fikriga ega bo‘lish va uni ifoda etish, masalaga tanqidiy yondashish)ni shakllantirish.

2.3.3 Mavzu: Hamkorlikda ishlash va muloqot ko‘nikmalarini rivojlantirishning zamonaviy strategiyalari va metodlari. (2-soat amaliy mashg‘ulot).

“Kollaboratsiya” (jamoa bo‘lib ishlash qobiliyatini shakllantirish), “Kommunikativlik” (o‘qituvchilar bilan muloqot qilish qobiliyatini rivojlantirish). Hamkorlikdagi ta’limning tarkibiy qismlari; o‘zaro ijodiy va ijobiy bog‘liqlik; shaxsiy javobgarlik; bir-biriga rag‘batlantiruvchi ta’sir ko‘rsatish; samarali muhokama; guruh ishini samarali tashkil etish va natijani tahlil qilish.

Kommunikatsiya: shaxslararo, kognitiv, kommunikativ-axborotli, emotiv va konativ tomonlarining birligida namoyon bo‘lishi.

Fanlar bo‘yicha sinflar kesimida 4K ko‘nikmalarini integratsiyalashgan holda rivojlantirishning samarali yo‘llari.

2.3.4 Mavzu: Ingliz tili fanini o‘qitishda 4-K ko‘nikmalarini integratsiyalashgan holda rivojlantirishning samarali yo‘llari. (2-soat amaliy mashg‘ulot).

4K - kollaboratsiya, kommunikatsiya, kritik va kreativ fikrlash ko‘nikmalarining izohi, ularning domenlari va xususiyatlari, ulardan ko‘zlangan maqsad va vazifalar tahlili. Sinflar kesimida 4K ko‘nikmalarini integratsiyalashgan holda rivojlantirishning samarali yo‘llari.

INTERFAOL METODLAR

SWOT-TAHLIL” METOD

Metodning maqsadi: mavjud nazariy bilimlar va amaliy tajribalarni tahlil qilish, taqqoslash orqali muammoni hal etish yo‘llarini topishga, bilimlarni mustahkamlash, takrorlash, baholashga, mustaqil, tanqidiy fikrlash, nostandart tafakkurni shakllantirishga xizmat qiladi.

Namuna: Rivojlantiruvchi ta’lim yondashuvlarining tahlilini ushbu jadvalga tushiring.

S	Rivojlantiruvchita’lim yondashuvlarining kuchli tomonlari	
W	Rivojlantiruvchi ta’lim yondashuvlarining kuchsiz tomonlari	
O	Rivojlantiruvchi ta’lim yondashuv-larining imkoniyatlari (ichki)	
T	Rivojlantiruvchi ta’lim yondashuvlarini amalda qo‘llashdagi to‘siqlar (tashqi)	

“Keys-stadi” metodi

«Keys-stadi» - inglizcha so‘z bo‘lib, («case» – aniq vaziyat, hodisa, «study» – o‘rganmoq, tahlil qilmoq) aniq vaziyatlarni o‘rganish, tahlil qilish asosida o‘qitishni amalga oshirishga qaratilgan metod hisoblanadi. Keysda vaziyat sifatida ochiq axborotlardan yoki aniq voqea-hodisadan tahlil uchun foydalanish mumkin.

Mazkur metod muammoli ta’lim metodidan farqli ravishda real vaziyatlarni o‘rganish asosida aniq qarorlar qabul qilishga asoslanadi. Agar u o‘quv jarayonida ma’lum bir maqsadga erishish yo‘li sifatida qo‘llanilsa, metod xarakteriga ega bo‘ladi, biror bir jarayonni tadqiq etishda bosqichma-bosqich, ma’lum bir algoritm asosida amalga oshirilsa, texnologik jihatni o‘zida aks ettiradi. “Keys stadi” metodini amalga oshirish bosqichlari

Ish bosqichlari	Faoliyat shakli va mazmuni
1-bosqich: Keys va uning axborot ta’minoti bilan tanishtirish	✓ yakka tartibdagi audio-vizual ish; ✓ keys bilan tanishish (matnli, audio yoki media shaklda); ✓ axborotni umumlashtirish; ✓ axborot tahlili; ✓ muammolarni aniqlash
2-bosqich: Keysni aniqlashtirish va o‘quv topshirig‘ini belgilash	✓ individual va guruhda ishlash; ✓ muammolarning dolzarblik ierarxiyasini aniqlash; ✓ asosiy muammoli vaziyatni belgilash
3-bosqich: Keysdagi asosiy muammoni tahlil etish orqali o‘quv topshirig‘ining yechimini izlash, hal etish yo‘llarini ishlab chiqish	✓ individual va guruhda ishlash; ✓ muqobil yechim yo’llarini ishlab chiqish; ✓ har bir yechimning imkoniyatlari va to‘siqlarni tahlil qilish; ✓ muqobil yechimlarni tanlash
4-bosqich: Keys yechimini shakllantirish va asoslash, taqdimot.	✓ yakka va guruhda ishlash; ✓ muqobil variantlarni amalda qo‘llash imkoniyatlarini asoslash; ✓ ijodiy-loyiha taqdimotini tayyorlash; ✓

“Keys-stadi” metodiningo‘zigaxosxususiyatlari:

izlanishgadoirfaoliyatningmavjudbo‘lishi; jamoaviyvaguruhlardao‘qitish; individul, guruhlivajamoaviyishshakllariintegratsiyasi; xilma-xil o‘quv loyihalarini ishlab chiqish;

Muvaffaqiyatga erishish uchun ta’lim oluvchilarning o‘quv-bilish faoliyatini rag‘batlantirish; keys harakatlari o‘zichiga quyidagilar savollar bo‘yicha faoliyatni qamraboladi: kim? (who?), qachon? (when?), qayerda? (where?), nima uchun? (why?), qanday?, qanaqa? (how?), nima? (natija) (what?).

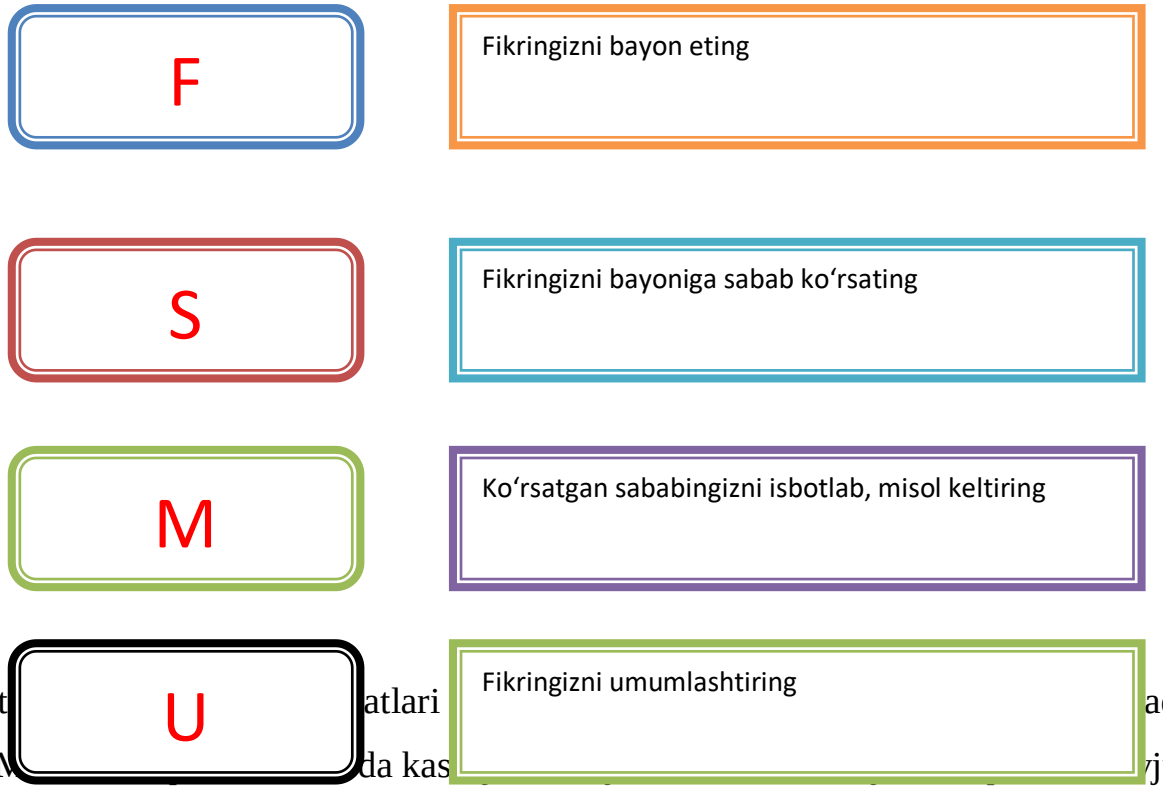
Keys. 10-sinf darsligining sizga taqdim etilgan bitta mavzusi materiallari bo‘yicha keys topshirig‘ini tuzing. Bu keys asosida o‘tiladigan dars loyihasini yarating, taqdimot tayyorlang va uni namoyish eting.

«FSMU» metodi

Metodning maqsadi: Mazkur metod ishtirokchilardagi umumiy fikrlardan xususiy xulosalar chiqarish, taqqoslash, qiyoslash orqali axborotni o‘zlashtirish,

xulosalash, shuningdek, mustaqil ijodiy fikrlash ko‘nikmalarini shakllantirishga xizmat qiladi.

Metodni amalga oshirish tartibi: qatnashchilarga mavzuga oid bo‘lgan yakuniy xulosa yoki g‘oya taklif etiladi; har bir ishtirokchiga FSMU metodining bosqichlari yozilgan qog‘ozlarni tarqatiladi:



Isht atlari adi. FSM da kas yjud tajribalar asosida tezroq va muvaffaqiyatli o‘zlashtirilishiga asos bo‘ladi.

Namuna. Fikr: PISA xalqaro tadqiqotlar natijalari mamlakatimizda tabiiy fanlarni o‘qitish tizimini tahlil qilish va takomillashtirishni taqozo etadi.Topshiriq: Mazkur fikrga nisbatan munosabatingizni FSMU metodi orqali tahlil qiling.

“Tushunchalar tahlili” metodi

Metodning maqsadi: mazkur metod o‘quvchilar yoki qatnashchilarni mavzu bo‘yicha tayanch tushunchalarni o‘zlashtirish darajasini aniqlash, o‘z bilimlarini mustaqil ravishda tekshirish, baholash, shuningdek, yangi mavzu bo‘yicha dastlabki bilimlar darajasini tashxis qilish maqsadida qo‘llaniladi.

Metodni amalga oshirish tartibi: ishtirokchilar mashg‘ulot qoidalari bilan tanishtiriladi; ta’lim oluvchilarga mavzuga tegishli bo‘lgan so‘zlar, tushunchalar nomi tushirilgan tarqatmalar beriladi(individualyoki guruhli tartibda); ta’lim

oluvchilar mazkur tushunchalar qanday ma’noni anglatishi, qachon, qanday holatlarda qo‘llanilishi haqida yozma ma’lumot beradilar; belgilangan vaqt yakuniga yetgach, o‘qituvchi berilgan tushunchalarning to‘g‘ri va to‘liq izohini o‘qib eshittiradi yoki slayd orqali namoyish etadi; har bir ishtirokchi berilgan to‘g‘ri javoblar bilan o‘zining shaxsiy munosabatini taqqoslaydi, farqlarini aniqlaydi va o‘z bilim darajasini tekshirib, baholaydi.

Namuna: “Moduldagi tayanch tushunchalar tahlili”

Tushunchalar	Sizningcha, bu tushuncha qanday ma’noni anglatadi?	Qo‘shimcha ma’lumot

Izoh: Ikkinchi ustunga qatnashchilar tomonidan fikr bildiriladi.

“Aqliy hujum” metodi

Mazkur metod biror muammo bo‘yicha ta’lim oluvchilar tomonidan bildirilgan erkin fikr va mulohazalarni to‘plab, ular orqali ma’lum bir yechimga kelinadigan metoddir. “Aqliy hujum” metodining yozma va og‘zaki shakllari mavjud. Og‘zaki shaklida ta’lim beruvchi tomonidan berilgan savolga ta’lim oluvchilarning har biri o‘z fikrini og‘zaki bildiradi. Ta’lim oluvchilar o‘z javoblarini aniq va qisqa tarzda bayon etadilar. Yozma shaklda berilgan savolga ta’lim oluvchilar o‘z javoblarini qog‘oz kartochkalariga qisqa va barchaga ko‘rinarli tarzda yozadilar. Javoblar doskaga (magnitlar yordamida) yoki «pinbord» doskasiga mahkamlanadi. “Aqliy hujum” metodining yozma shaklida javoblarni ma’lum belgilar bo‘yicha guruhlab chiqish imkoniyati mavjuddir. Ushbu metod to‘g‘ri qo‘llanilganda shaxsni erkin, ijodiy fikrlashga o‘rgatishga imkon yaratiladi.

“Aqliy hujum” metodidan foydalanilganda ta’lim oluvchilarning barchasini jalb etish mumkin bo‘ladi, jumladan, ta’lim oluvchilarda muloqot qilish va

munozara olib borish madaniyati shakllanadi. Ularda o‘z fikrini faqat og‘zaki emas, balki yozma ravishda bayon etish mahorati, mantiqiy va tizimli fikr yuritish ko‘nikmasi rivojlanadi. Bildirilgan fikrlar baholanmasligi turli g‘oyalar shakllanishiga olib keladi. Bu metod ta’lim oluvchilarda ijodiy tafakkurni rivojlantirish uchun xizmat qiladi.

“Aqliy hujum” metodi ta’lim beruvchi tomonidan qo‘yilgan maqsadga qarab amalga oshiriladi:

1. Ta’lim oluvchilarning boshlang‘ich bilimlarini aniqlash maqsad qilib qo‘yilganda, bu metod darsning mavzuga kirish qismida amalga oshiriladi.
2. Mavzuni takrorlash yoki bir mavzuni keyingi mavzu bilan bog‘lash maqsad qilib qo‘yilganda yangi mavzuga o‘tish qismida amalga oshiriladi.
3. O‘tilgan mavzuni mustahkamlash maqsad qilib qo‘yilganda mavzudan so‘ng, darsning mustahkamlash qismida amalga oshiriladi.

“Aqliy hujum” metodini qo‘llashdagi asosiy qoidalar:

1. Bildirilgan fikr-g‘oyalar muhokama qilinmaydi va baholanmaydi.
2. Bildirilgan har qanday fikr-g‘oyalar, ular hatto to‘g‘ri bo‘lmasa ham inobatga olinadi.
3. Har bir ta’lim oluvchi qatnashishi shart.

Quyida “Aqliy hujum” metodining tuzilmasi keltirilgan:

muammoli savol beriladi;

fikr va g‘oyalar eshitiladi va jamlab boriladi;

fikr va g‘oyalar guruhlanadi; aniq va to‘g‘ri javob tanlab olinadi;

“Aqliy hujum” metodining bosqichlari quyidagilardan iborat:

1. Ta’lim oluvchilarga savol tashlanadi va ularga shu savol bo‘yicha o‘z javoblarini (fikr, g‘oya va mulohaza) bildirishlari so‘raladi;
2. Ta’lim oluvchilar savol bo‘yicha o‘z fikr-mulohazalarini bildirishadi;
3. Ta’lim oluvchilarning fikr-g‘oyalari to‘planadi;
4. Fikr-g‘oyalar ma’lum belgilar bo‘yicha guruhlanadi;
5. Yuqorida qo‘yilgan savolga aniq va to‘g‘ri javob tanlab olinadi.

“Aqliy hujum” metodining afzalliklari: natijalar baholanmasligi ta’lim oluvchilarda turli fikr- g‘oyalarning shakllanishiga olib keladi; ta’lim oluvchilarning barchasi ishtirok etadi; fikr-g‘oyalar vizuallashtirilib boriladi;

ta’lim oluvchilarning boshlang‘ich bilimlarini tekshirib ko‘rish imkoniyati mavjud; ta’lim oluvchilarda mavzuga qiziqish uyg‘onadi.

“Aqliy hujum” metodining kamchiliklari: ta’lim beruvchi tomonidan savolni to‘g‘ri qo‘ya olmaslik; ta’lim beruvchidan yuqori darajada eshitish qobiliyatining talab etilishi.

“Kichik guruhlarda ishlash” metodi

Mazkur metod ta’lim oluvchilarni faollashtirish maqsadida ularni kichik guruhlarga ajratgan holda o‘quv materialini o‘rganish yoki berilgan topshiriqni bajarishga qaratilgan. Ushbu metod qo‘llanilganda ta’lim oluvchi kichik guruhlarda ishlab, darsda faol ishtirok etishi, boshlovchi rolida bo‘lish, bir-biridan o‘rganish va turli nuqtai-nazarlarni qadrlash imkoniga ega bo‘ladi.

“Kichik guruhlarda ishlash” metodi qo‘llanilganda ta’lim beruvchi vaqtni tejash imkoniyatiga ega bo‘ladi, chunki ta’lim beruvchi bir vaqtning o‘zida barcha ta’lim oluvchilarni mavzuga jalb eta oladi va baholay oladi.

“Kichik guruhlarda ishlash” metodining bosqichlari quyidagilar:

1. Faoliyat yo‘nalishi aniqlanadi. Mavzu bo‘yicha bir-biriga bog‘liq bo‘lgan masalalar belgilanadi;
2. Kichik guruhlar belgilanadi. Ta’lim oluvchilar guruhlarga 3-6 nafardan bo‘linishlari mumkin;
3. Kichik guruhlar topshiriqni bajarishga kirishadilar;
4. Ta’lim beruvchi tomonidan aniq ko‘rsatmalar beriladi va yo‘naltirib turiladi;
5. Kichik guruhlar taqdimot qiladilar;
6. Bajarilgan topshiriqlar muhokama va tahlil qilinadi;
7. Kichik guruhlar baholanadi.

«Kichik guruhlarda ishlash» metodining afzalligi: o‘qitish mazmunini yaxshi o‘zlashtirilishiga olib keladi; muloqotga kirishish ko‘nikmasining takomillashishiga

olib keladi; vaqtni tejash imkoniyati mavjud; barcha ta’lim oluvchilar jalb etiladi; o‘z-o‘zini va guruhlararo baholash imkoniyati mavjud bo‘ladi.

«Kichik guruhlarda ishlash» metodining kamchiliklari:ba’zi kichik guruhlarda kuchsiz ta’lim oluvchilar bo‘lganligi sababli kuchli ta’lim oluvchilarning ham past baho olish ehtimoli bor; barcha ta’lim oluvchilarni nazorat qilish imkoniyati past bo‘ladi; guruhlararo o‘zaro salbiy raqobatlar paydo bo‘lib qolishi mumkin; guruh ichida o‘zaro nizo paydo bo‘lishi mumkin.

“Bahs-munozara” metodi

Mazkur metod biror mavzu bo‘yicha ta’lim oluvchilar bilan o‘zaro bahs, fikr almashinuvi ko‘rinishiga ega bo‘ladi.

Har qanday mavzu va muammolar mavjud bilimlar va tajribalar asosida muhokama qilinishi nazarda tutilganda ushbu metoddan foydalanish mumkin. Bahs-munozarani boshqarib borish vazifasini ta’lim oluvchilardan biriga topshirish yoki ta’lim beruvchining o‘zi olib borishi mumkin. Bahs-munozarani erkin holatda olib borish va har bir ta’lim oluvchini munozaraga jalb etishga harakat qilish lozim. Ushbu metod qo‘llanilgan vaqtda ta’lim oluvchilar orasida paydo bo‘ladigan nizolarni darhol bartaraf etishga harakat qilish kerak.

“Bahs-munozara” metodini o‘tkazishda quyidagi qoidalarga amal qilish kerak: barcha ta’lim oluvchilar ishtirok etishi uchun imkoniyat yaratish;

“o‘ng qo‘l” qoidasi (qo‘lini ko‘tarib, ruxsat olgandan so‘ng so‘zlash) ga rioya qilish; fikr-g‘oyalarni tinglash madaniyati; bildirilgan fikr-g‘oyalarning takrorlanmasligi; bir-birlariga o‘zaro hurmat.

“Muammoli vaziyat” metodi

Mazkur metod ta’lim oluvchilarda muammoli vaziyatlarning sabab va oqibatlarini tahlil qilish hamda ularning yechimini topish bo‘yicha ko‘nikmalarini shakllantirishga qaratilgandir.

“Muammoli vaziyat” metodi uchun tanlangan muammoning murakkabligi ta’lim oluvchilarning bilim darajasiga mos kelishi kerak. Ular qo‘yilgan muammoning yechimini topishga qodir bo‘lishlari kerak, aks holda yechimni topa olmagach, ta’lim oluvchilarning qiziqishlari so‘nishiga, o‘zlariga bo‘lgan

ishonchlarining yo‘qolishiga olib keladi. «Muammoli vaziyat» metodi qo‘llanilganda ta’lim oluvchilar mustaqil fikr yuritish, muammoning sabab va oqibatlarini tahlil qilish, uning yechimini topishni o‘rganadilar.

“Muammoli vaziyat” metodining bosqichlari quyidagilardan iborat:

1. Ta’lim beruvchi mavzu bo‘yicha muammoli vaziyatni tanlaydi, maqsad va vazifalarni aniqlaydi. Ta’lim beruvchi ta’lim oluvchilarga muammoni bayon qiladi.
2. Ta’lim beruvchi ta’lim oluvchilarni topshiriqning maqsad, vazifalari va shartlari bilan tanishtiradi.
3. Ta’lim beruvchi ta’lim oluvchilarni kichik guruhlarga ajratadi.
4. Kichik guruhlar berilgan muammoli vaziyatni o‘rganadilar. Muammoning kelib chiqish sabablarini aniqlaydilar va har bir guruh taqdimot qiladi. Barcha taqdimotlardan so‘ng bir xil fikrlar jamlanadi.
5. Bu bosqichda berilgan vaqt mobaynida muammoning oqibatlari to‘g‘risida fikr-mulohazalarini taqdimot qiladilar. Taqdimotdan so‘ng bir xil fikrlar jamlanadi.
6. Muammoni yechishning turli imkoniyatlarini muhokama qiladilar, ularni tahlil qiladilar. Muammoli vaziyatni yechish yo‘llarini ishlab chiqadilar.
7. Kichik guruhlar muammoli vaziyatning yechimi bo‘yicha taqdimot qiladilar va o‘z variantlarini taklif etadilar.
8. Barcha taqdimotdan so‘ng bir xil yechimlar jamlanadi. Guruh ta’lim beruvchi bilan birgalikda muammoli vaziyatni yechish yo‘llarining eng maqbul variantlarini tanlab oladi.

“Loyiha” metodi

Bu ta’lim oluvchilarning individual yoki guruhlarda belgilangan vaqt davomida, belgilangan mavzu bo‘yicha axborot yig‘ish, tadqiqot o‘tkazish va amalga oshirish ishlarini olib borishidir. Bu metodda ta’lim oluvchilar rejalashtirish, qaror qabul qilish, amalga oshirish, tekshirish va xulosa chiqarish, natijalarni baholash jarayonlarida ishtirok etadilar. Loyihani ishlab chiqish yakka tartibda yoki guruh bilan bo‘lishi mumkin, lekin har bir loyiha o‘quv guruhining birgalikdagi faoliyatining muvofiqlashtirilgan natijasidir.

Loyiha o‘rganishga xizmat qilishi, nazariy bilimlarni amaliyotga tadbiq etish, ta’lim oluvchilar tomonidan mustaqil rejalashtirish, tashkillashtirish va amalga oshirish imkoniyatini yarata oladigan bo‘lishi kerak.

“Loyiha” metodining bosqichlari quyidagilardan iborat:

1. Pedagog loyiha ishi bo‘yicha topshiriqlarni ishlab chiqadi. Ta’lim oluvchilar mustaqil ravishda darslik, sxemalar, tarqatma materiallar asosida topshiriqqa oid ma’lumotlarni yig‘adilar.
2. Ta’lim oluvchilar mustaqil ravishda ish rejasini ishlab chiqadilar. Ish rejasida ta’lim oluvchilar ish bosqichlarini, ularga ajratilgan vaqt va texnologik ketma-ketlikni, material, asbob uskunalarni rejalashtirishlari lozim.
3. Kichik guruhlar ish rejalarini taqdimot qiladilar. Ta’lim oluvchilar ish rejasiga asosan topshiriqni bajarish bo‘yicha qaror qabul qiladilar. Ta’lim oluvchilar pedagog bilan birgalikda qabul qilingan qarorlar bo‘yicha erishiladigan natijalarni muhokama qilishadi. Bunda har xil qarorlar taqqoslanib, eng maqbul variant tanlab olinadi. Pedagog ta’lim oluvchilar bilan birgalikda “Baholash varaqasi” ni ishlab chiqadi. Ta’lim oluvchilar topshiriqni ish rejasi asosida mustaqil ravishda amalga oshiradilar. Ular individual yoki kichik guruhlarda ishlashlari mumkin.

1.2.1 Ingliz tili fanini o’qitishda ilg’or horijiy tajribalar.

Topic: Using interactive methods in developing main competences and life-skills of students

Objectives:

- to inspire students and keep the teacher-student relationship
- to teach children to collaborate and work successfully in groups
- to give students real-world examples and experiences to back up the knowledge they are absorbing

Outcomes: By the end of the session PWBAT understand the importance of using interactive methods in their lessons as well as provided examples of different interactive methods to enhance productivity in their classes

Section	Time	Instructions	Materials
Welcome/ Inform learners of objectives:	10”	1. Introduce Yourselves 2. Welcome Participants Tell Pps we will provide a brief overview of the New Approaches to Teaching English, which we will learn about in one Week. Today’s session is **Using interactive methods in developing main competences and life-skills of students**	PPT 1-4
Introductions	15”	1. Elicit the ideas about interactive methods, their importance and practical activities. 2. Have participants work in pair with their elbow partners. 3. Ask them work with another partner who is sitting in front of them 4. Ask them to share their ideas with the whole class. 5. Continue around group sharing all valuable ideas they have in order to familiarize everybody with the topic which you are going to conduct class further. 6. As whole group review the importance and necessity of interactive methods.	PPT 5-13
Warm up: Activity: **“1, 2, 3”**	5”	1. Introduce the “**1, 2, 3”** activity. Tell participants the purpose is to warm up. 2. Divide into 2 groups 3. Ask them stay in 2 lines facing each other. You will introduce the rule of the activity, they should count 1, 2, 3 one by one with their opposite partners. 4. After practicing 1,2,3 they stop and instead of 1 they should clap once. For example, clap – 2 – 3, clap – 2 – 3: then they stop again and instead of 2 they should raise their hand and wave: clap-wave-3, clap-wave-3. After that instead of 3 they should snap their fingers, like clap – wave – snap, clap – wave – snap	**Matching** handout_ Already cut up

		5. After a while ask them stop and take their seats. They are advised to note down in order to implement it in their schools.	
Think-Pair-Share How can we make our classes more innovative?	10”	1. Work in pairs 2. Make a list of what you think makes an our classes more innovative.	None
Present the content: Introduction to the innovative approaches	15”	1. Introduce innovative approaches and ask participants that we will compare their ideas with example shown in the screen. 2. Read The 6 Ps while pointing to each one individually on the PPT. Remind participants that “1,2,3” activity introduced interaction	PPT 14-16 **Overview of the 6 Ps** handout
Why interactivity ? Exit ticket	5”	1. Tell participants that interactivity is important for a number of serious reasons. 2. Introduce the **exit ticket** activity. Tell participants the purpose is to examine some of the beliefs we have about language learning.	• PPT 17-18
What prevents us from using interactivity ?	5”	1. Introduce the Fears, if you are afraid of different fears, you will never succeed. 2. Ask participants to share their ideas about other fears.	• **PPT 19-22**
Different methods to use as interactive	10”	1. Have participants write vital methods to make their lessons more interactive and achieve higher results while conducting classes at schools.	PPT 23-34

techniques		2. Introduce methods so as to be clear for participants, and ask them adapt these activities based on their students' level and interests	
General strategies	5"	1 Ask participants to pay deeper attention to the general strategies of using interactivity in order to improve students' competences 2 The list of strategies are provided	PPT 35

Workshop Training Plan

Workshop Title: Using interactive methods in developing main competences and life-skills of students

Workshop Description: Are your activities always aware of utilizing interactive methods in order to develop competences? Do they do the tasks well as you expected? This workshop presents useful tips so as provide short and clear instructions according to the level of language learners. It is the fact that organizing your classes interactively encourages students to do tasks as well as achieve expected results at the end of the lessons. In this workshop one can see different strategies with examples.

When you were in the early elementary grades, it was probably the norm for an entire school to only have a handful of computers, centralized in a lab and used only sparingly. Today's kids have grown up in a technology-rich environment. By the time they reach elementary school, sitting at a desk copying figures from a chalkboard is not playing into their strengths as students. Passive learning definitely still has its place, as kids need to memorize facts and figures just as ever before. But more and more schools have turned to interactive learning to inspire students and keep the teacher-student relationship vital.

- **What is it?**

Interactive learning is a more hands-on, real-world process of relaying information in classrooms. Passive learning relies on listening to teachers lecture or rote memorization of information, figures, or equations. But with interactive learning, students are invited to participate in the conversation, through technology

(online reading and math programs, for instance) or through role-playing group exercises in class.

- **How does it help?**

  In addition to engaging students who are raised in a hyper-stimulated environment, interactive learning sharpens critical thinking skills, which are fundamental to the development of analytic reasoning. A child who can explore an open-ended question with imagination and logic is learning how to make decisions, as opposed to just regurgitating memorized information. Also, interactive learning teaches children how to collaborate and work successfully in groups, an indispensable skill as workplaces become more team-based in structure.

- **How can I continue interactive learning at home?**

  Talk, talk, talk to your child. Ask open-ended questions about the day at school to get a conversation going. The old "How was your day at school?" standby will most often get a noncommittal "fine" in response. Instead, try some of these specific, but still conversation-starting, questions to continue learning at home. You can also explore online learning games and activities with your child that can serve as extensions to what they are learning in their classrooms.

  The term 'interactive learning' is becoming increasingly common in a modern educational context, but what exactly does it mean?

  Interactive learning is about giving students an all-rounded experience that aims to not just instruct them on a theoretical level but also give them real-world examples and experiences to back up the knowledge they are absorbing.

  The main idea behind this approach to teaching is about making sure students completely comprehend information rather than just memorise and regurgitate it.

  Benefits of Interactive Learning

1. **Engaging Content**

   Kids are naturally curious; they want to learn as much as they can about the world around them because they are trying to make sense of it all. This natural curiosity

primes them to be great students, but even the most curious of scholars can get bored or disengage from learning material if it's too repetitive or monotonous.

When kids participate in interactive learning, they engage multiple senses at once. They aren't just reading or listening; they are also watching, participating, experiencing and engaging. This level of engagement uses multiple parts of their growing brains and makes it easier for them to retain information.

2. **Provides Flexible Learning**

Thanks to technological innovation, it's now possible to make a child's learning experience more suited to their specific needs. Interactive learning also means that education is more accessible for students all over the world. Lessons don't have to be limited to one geographic location like a classroom; they can take place anywhere with an internet connection.

The flexibility interactive learning offers also extends to the relationship between parents and teachers. Both can now track and share a student's progress to make sure that they are getting exactly what they need at the right time in their learning journey.

Saving Time and Cost

One of the biggest immediate changes parents see when they take advantage of digital learning is that it saves a great deal of time. With digital learning, students don't need to travel to different locations to receive tutoring; they can learn from anywhere that has an internet connection. This means that even if the family needs to go on an unexpected trip, a child won't miss out on their educational needs.

A study actually found that utilising e-learning can quicken the educational process from between 25% and 60%. Basically, students master skills faster because they are learning smarter.

Digital learning also saves a lot of money because it cuts out the need for physical space and resources, which are quite commonly some of the most expensive elements when it comes to education. The impact of making education more cost-

effective means that more and more kids from underrepresented backgrounds will have access to quality tools to give them the best possible educational outcomes for the future.

3. **Teachers Making Use of Interactive Learning Tools**

   Within the framework of interactive learning, teachers are often able to track a student's progress at all times. This means it's much easier for educators to know exactly where a student is at in their learning journey and what they need to succeed.

   Interactive learning also enables educators to utilize different platforms, media and tools to keep classes engaging, entertaining and interactive. When students are immersed in an engaging stream of education, they are far more likely to continue learning in their own time.

4. **Adaptable Lesson Plans**

   In a post covid world, most people have learned that adaptation is the key to survival. It shouldn't really be a surprise, after all, that adaptation is the single most important factor when it comes to the survival of any species.

   This same attitude can be applied in an educational context. A great lesson is one where there is room to change and adapt to the needs of a class or individual student. Within an interactive learning system, a teacher is able to change things up almost in an instant, depending on the needs of a class. Resources and media are available at lightning speed, which means that any form of change won't result in disruption.

   With interactive learning, the capabilities and reach of an educator are greatly expanded, which will, in turn, have dramatically positive effects on learning.

5. **Fun & Enjoyment For Children**

   When it comes to learning, there are, of course, many factors that come into play. There is a curriculum to follow, there are educational milestones to hit at specific times, there are benchmarks and assessments. However, many forget the value fun has in helping kids to remain engaged and retain information.

Interactive learning helps to create a sense of fun and enjoyment for children. It increases the opportunities they have to laugh, share, collaborate and stay motivated because the element of fun taps into some of their core needs as humans.

How is Interactive Learning Implemented?

There isn't a 'one size fits all' approach to implementing interactive learning. It can be done quickly or over time. There can be a complete switch over to complete interactive learning, or a school or educator can opt for more of a hybrid model, combining interactive tools with a more traditional learning structure.

Below are a few ways teachers can begin to inject some elements of interactive learning into their classrooms.

Freedom to Choose Learning Style

This is where students are given the power to choose what kind of learning style they prefer. Although interactive learning has incredible benefits and seems to be the way of the future, there are definitely still students who would prefer to stay closer to the traditional classroom, chalkboard model of learning. It can be beneficial to let students have some control over how they participate.

When students are given the freedom to choose their learning style, they are more empowered and will very likely play a more active role in their education. A way of implementing this can be as simple as allowing students to choose their method of presentation. Perhaps they would prefer to write an essay, maybe they would rather present using Powerpoint; they might even want to produce their own short documentary.

Student-to-Student Collaboration

Peer to peer learning should never be underestimated. When students collaborate, it doesn't matter what the subject matter is; they will always learn more efficiently. Implementing this within interactive learning can be as simple as allowing students time to chat with each other online before answering questions. It can help them to

appreciate the value of shared knowledge and peer education. There are many platforms already in existence that can help facilitate something like this.

Lesson Flexibility

In the past, when it came to education, there was a teacher, a curriculum and a lesson plan. These were the facts, and they were incredibly rigid. There wasn't really the ability to veer off from the prescribed content, and if a student couldn't grasp what was covered, they might just get left behind because nothing stopped the lesson plan.

One of the biggest innovations that has come from interactive learning is the ability to make learning a more collaborative, organic and hands-on process. It keeps the lines of communication open and allows teachers to get an instant overview of how well students are doing with the subject material. They no longer have to wait until the end of a unit of study to determine if a student gets it. They can assess it at every step of the process and make adjustments to avoid failure.

Why is Interactive Learning Important for Children?

If kids have learned without interactive tools for so long, why is it suddenly so important now? As stated above, there are some very specific benefits that come from implementing interactive learning into the classroom. Below are some of the reasons why this implementation is so beneficial to kids who are learning in a modern world.

Student Engagement

Many adults with school-aged kids can probably remember that the most exciting class, back in the day, was one that involved computers or some kind of technology. The reason this was so exciting was that it took students out of the monotony they often experience in a traditional learning environment. It was also exciting because the technology being used was something that would eventually impact the world in massive ways.

Even today, using some form of technology, be it a computer, tablet or some other device, is way more interesting to kids than staring at a board and copying information into a notebook. The interactive nature of tech in the classroom always elevates the level of engagement that students show towards lessons. It excites them because it taps into the intuitive behaviors they have already developed from a young age.

Supports Life Skills

School should be designed to prepare kids for life. A huge part of that is developing social and emotional skills. These are five core skills that enable adults to function within society. The five core skills are responsible decision-making, emotion management, self-awareness, healthy relationship building and social awareness.

It's been recognized that when children are more actively engaged in activities as they learn, their core skills are given a dramatic boost. Interactive learning helps make the educational process more collaborative and gives learners more chances to engage with each other in meaningful ways. Over time, this helps them to be better equipped for the many challenges they will face later in life.

Provides Learning Variety

Variety, as they say, is the spice of life; but it's also a valuable tool for keeping students engaged. Interactive learning provides ample opportunity to increase the amount of variety within lessons. Teachers are able to deliver lessons utilizing different methods.

The variety provided through interactive learning also facilitates more 'real world' examples of subject matter and helps to strengthen students' core skills at a much faster rate.

What are the Main Disadvantages of Interactive Learning?

There isn't a single method of delivering a quality education that has no disadvantages.

Below are some of the most common things those who have delved into digital learning have noticed that might throw a few curve balls at lessons.

Technical Issues

Technical issues and glitches are a normal part of using software and technology. Even the best programs and equipment will have moments where they just don't seem to work. There can be moments where a simple issue creates a massive problem for a teacher delivering a lesson.

A few tips are to make sure that software is always up to date, test out new things before entering the class, and make sure there is a backup plan just in case something goes wrong. It's much better to have a backup plan that is never used than to need one and not have one.

Time Preparation by Teachers

Often taking on and implementing any form of interactive learning can be time-consuming at the start. Lesson plans don't just appear; they need to be created, and combining this with the inevitable need to learn how digital software works can be overwhelming.

In many cases, the best thing to do when looking at the task ahead is to remember that it isn't going to be as time-consuming forever. Often when digital learning resources are set up, they will, eventually, save a lot of time. Think of the time spent now as an investment for the future.

Teaching through Traditional Methods & Interactive Learning Methods

For many educators and students, a complete switch to digital interactive learning isn't realistic, and they instead opt for a combination of interactive and traditional learning models. This hybrid approach takes many of the conveniences and engaging abilities provided by technology and uses them to combat some of the issues faced within the traditional learning model.

For example, the amount of students in a single classroom is often less than ideal. Injecting some digital elements into the day-to-day classroom can help to make sure that all students have the same opportunities and are engaged with their studies as much as they possibly can be.

Interactive Classroom Activities

Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity below provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and many of these activities also provide the instructor feedback about the students' learning.

Entry/Exit Tickets

Entry & Exit tickets are short prompts that provide instructors with a quick student diagnostic. These exercises can be collected on 3"x5" cards, small pieces of paper, or online through a survey or course management system.

- Entry tickets focus student attention on the day's topic or ask students to recall background knowledge relevant to the day's lesson: e.g., "Based on the readings for class today, what is your understanding of _____?"
- Exit tickets collect feedback on students' understanding at the end of a class and provide the students with an opportunity to reflect on what they have learned. They can be helpful in prompting the student to begin to synthesize and integrate the information gained during a class period. For example, a muddiest point prompt: "What was the muddiest point in today's class?" or "What questions do you still have about today's lecture?".

Advantages of entrance and exit tickets include: participation of each student, prompt for students to focus on key concepts and ideas, a high return of information for the amount of time invested, important feedback for the instructor that can be useful to guide teaching decisions (e.g., course pacing, quick clarification of small misunderstandings, identification of student interests and questions).

Free Writing/Minute Paper/Question of the Day Exercise

These are activities that prompt students to write a response to an open question and can be done at any time during a class. Writing activities are usually 1-2 minutes, and can focus on key questions and ideas or ask students to make predictions. These activities give students the opportunity to organize their own thoughts, or can be collected by the teacher to gain feedback from the students. Advantages include developing students' abilities to think holistically and critically, and improving their writing skills.

Ice Breakers

Ice Breakers are low-stakes activities that get students to interact and talk to each other, and encourage subsequent classroom interactions. They can be useful at the beginning of the semester: for example, asking students to introduce themselves to each other and what they would like to learn in the course. Advantages of icebreakers include: participation of each student, the creation of a sense of community and focusing students' attention on material that will be covered during the class period.

Think–Pair–Share

This type of activity first asks students to consider a question on their own, and then provides an opportunity for students to discuss it in pairs, and finally together with the whole class. The success of these activities depends on the nature of the questions posed. This activity works ideally with questions to encourage deeper thinking, problem-solving, and/or critical analysis. The group discussions are critical as they allow students to articulate their thought processes.

The procedure is as follows:

1. Pose a question, usually by writing it on the board or projecting it.
2. Have students consider the question on their own (1 – 2 min).
3. Then allow the students form groups of 2-3 people.
4. Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).
5. Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

Advantages of the think-pair-share include the engagement of all students in the classroom (particularly the opportunity to give voice to quieter students who might have difficulty sharing in a larger group), quick feedback for the instructor (e.g., the revelation of student misconceptions), encouragement and support for higher levels of thinking of the students.

Case Studies and Problem-Based Learning

Case studies are scenarios that apply concepts learned in class to a "real-life" situation. They are usually presented in narrative form and often involve problem-solving, links to course readings or source materials, and discussions by groups of students, or the entire class. Usually, case studies are most effective if they are presented sequentially, so that students receive additional information as the case unfolds, and can continue to analyze or critique the situation/problem.

Guiding questions lead students through the activity. The questions should be designed to develop student's critical thinking by asking students to distinguish between fact and assumptions, and critically analyze both the process they take in solving the case study as well as the solution itself. Example questions include:

- What is the situation? What questions do you have?
- What problem(s) need to be solved? What are some solution strategies? Evaluate pros/cons and underlying assumptions of these strategies.
- What information do you need? Where/how could you find it?
- What criteria will you use to evaluate your solution?

There are many collections of case studies publicly available in a variety of disciplines.

Problem-based learning activities are similar to case studies but usually focus on quantitative problems. In some cases, the problems are designed to introduce the material as well as provide students with a deeper learning opportunity.

The advantages of problem-based learning activities and case studies include developing students' problem solving and decision-making skills, develop student's critical thinking skills encouraging critical reflection and enabling the appreciation of ambiguity in situations.

Debate

Engaging in collaborative discourse and argumentation enhances student's conceptual understandings and refines their reasoning abilities. Stage a debate exploiting an arguable divide in the day's materials. Give teams time to prepare, and then put them into argument with a team focused on representing an opposing viewpoint. Advantages include practice in using the language of the discipline and crafting evidence-based reasoning in their arguments.

Interview or Role Play

Members of the class take the part or perspective of historical figures, authors, or other characters and must interact from their perspective. Breakdown the role plays into specific tasks to keep students organized and to structure them so that the content you want to cover is addressed. Preparation work can be assigned for outside of class, so clearly communicating your expectations is essential. Advantages include motivation to solve a problem or to resolve a conflict for the character, providing a new perspective through which students can explore or understand an issue and the development of skills, such as writing, leadership, coordination, collaboration and research.

Interactive Demonstrations

Interactive demonstrations can be used in lectures to demonstrate the application of a concept, a skill, or to act out a process. The exercise should not be passive; you should plan and structure your demonstration to incorporate opportunities for students to reflect and analyze the process.

1. Introduce the goal and description of the demonstration.
2. Have students think-pair-share (see above) to discuss what they predict may happen, or to analyze the situation at hand ("pre-demonstration" state or situation).
3. Conduct the demonstration.
4. Students discuss and analyze the outcome (either in pairs/small groups, or as a whole class), based on their initial predictions/interpretations.

Advantages of interactive demonstrations include novel visualizations of the material and allowing students to probe their own understanding by asking if they

can predict the outcome of the demo. They are also a venue for providing applications of ideas or concepts.

Jigsaw

A Jigsaw is a cooperative active learning exercise where students are grouped into teams to solve a problem or analyze a reading. These can be done in one of two ways – either each team works on completing a different portion of the assignment and then contributes their knowledge to the class as a whole, or within each group, one student is assigned to a portion of the assignment (the jigsaw comes from the bringing together the various ideas at the end of the activity to produce a solution to the problem). In a jigsaw the activity must be divided into several equal parts, each of which is necessary to solving a problem, or answering a question. Example activities include implementing experiments, small research projects, analyzing and comparing datasets, and working with professional literature. The advantages of the jigsaw include the ability to explore substantive problems or readings, the engagement of all students with the material and in the process of working together, learning from each other, and sharing and critical analyzing a diversity of ideas.

Interactive teaching methods improve learning by increasing student involvement and providing educational benefits. Students actively participate in lessons using interactive methods, which improve understanding and recall. This innovative strategy motivates students, resulting in a more pleasurable and successful learning experience.

Better Student-Teacher Relationship:

Interaction promotes a collaborative learning atmosphere in which students are comfortable asking questions, exchanging ideas, and expressing themselves. A positive classroom environment has the potential to build a relationship between students and teachers.

Student Motivation.

Learning is made more enjoyable and interesting through interactive teaching. It encourages students to participate actively rather than simply sitting and listening. Students become more interested in what they are learning if they are encouraged to communicate and express their ideas. This makes the learning experience more enjoyable and interesting.

Engaging and Enjoyable.

Every school that implements interactive teaching will notice increased motivation and involvement in their classrooms. It allows teachers to make their students' learning sessions more enjoyable. They can make things more competitive, help students learn through interactive games, and provide levels of achievement that students will undoubtedly find interesting.

Flexibility in Teaching.

Interactive teaching methods encourage excellent two-way communication between students and teachers, allowing for quick changes in learning processes and approaches. Students can absorb things easily by building active interaction and collaboration. Also, teachers can adjust their teaching methods to individual learning styles, resulting in a better educational experience for everyone.

Long-Term Impact.

Interactive learning technology has a long-term impact on students' learning experiences. Students who are actively involved in their education are more likely to become lifelong learners and to be engaged in their academic path.

Interactive Teaching Methods to Engage Students.

Educational Products.

Educational products play an important role in supporting interactive teaching and engaging students in a number of ways. These products are intended to improve the

learning experience, encourage active involvement, and support various learning styles. One such educational product is the Magik Mat.

Magik Mat is an innovative **interactive learning product for children** in fun learning. It includes Bluetooth connectivity and a collection of educational games to improve math, reading, problem-solving, and critical thinking. Magik Mat has transformed learning into a magical experience for children with its interactive features and engaging content. It truly made education fun and immersive for little ones.

Training.

Training is a type of teaching method that attempts to build skills and knowledge in any field through the completion of sequential tasks, activities, or games. This method allows the teacher to provide participants with missing information while also allowing children to develop professional and appropriate behavior skills in the performance of professional tasks. The benefit of training is that it ensures the active participation of all students in the training process.

Case Studies.

Include real-life examples in the classes so that students can relate what they learn in class to current events. Students will study these scenarios and apply their theoretical understanding to develop practical solutions. These real-life examples will help students think critically, solve problems, and collaborate as a team, helping them to successfully face real-world challenges.

Role-Playing.

Role-playing is an effective teaching method in which students act out incidents connected to the subject. As children participate actively and interact from many perspectives, they create empathy and deeper understanding. Furthermore, it

develops critical thinking and communication skills, as well as confidence and creativity. This interactive method converts classrooms into dynamic environments where knowledge goes beyond memorization. Educators encourage students to apply their learning to real-world situations by cultivating empathy, resulting in well-rounded individuals ready to face life's challenges.

Group Discussions.

Encourage involvement in learning by holding group conversations. Encourage students to work in small groups to discuss the topics covered in class. Encourage idea exchange, questioning, and learning from different points of view. This method improves critical thinking and communication skills while also building a dynamic and collaborative learning environment.

Field Trips.

Field visits provide students with significant learning opportunities by exposing them to real-world applications of their courses. Experiential learning outside of the classroom improves understanding and promotes long-term memories. These excursions allow students to see ideas and concepts in action, making learning more accessible and effective. Field visits promote curiosity and critical thinking by allowing students to explore historical sites, visit museums, or perform scientific experiments outside. Interactions with professionals and specialists in the field additionally encourage career dreams. These immersive experiences improve the educational process, making a long-lasting impression on young minds.

Gallery Walks.

Use Gallery Walks to get students involved and enthused about learning. This is how it works:

- Set up a special display of students' work on a particular topic.

- Ask the students to walk around and look at each other's work.
- They can share their thoughts and give feedback to their classmates.

  This interesting and dynamic approach encourages students to collaborate, think critically, and provide helpful feedback. It creates a friendly and supportive learning atmosphere in which children can be creative and effectively communicate.

Conclusion:

Interactive teaching methods have the potential to transform the field of education and make it more exciting and focused on students. You can build a generation of confident, independent, and lifelong learners ready to face tomorrow's challenges by constantly improving your teaching practices and adopting new technologies. So, let us embrace the transforming power of interactive education and motivate our students to become the architects of their own knowledge.

1.2.2 The Conception of Digital Literacy

Language is the mirror of human life which delineates the life of human. Language speaks man’s personality. It is the cosmic medium like imparting the common information of society. English and ICT have become essential tools for a number of non-datum and emotions of everyday life. English language has become a global language because of its numerous functions and preferences over several other languages over the globe. English has become the window to the world. English is not only the mother tongue of Britain but also to so many countries like Canada

,USA ,Newzealand etc .It is also used as second language in many countries like Nigeria, Ghana etc. English has become a medium for business and interactional purposes among other functions .English is playing a major role in every field such as medicine, engineering, education, art and law, music etc. As the world is changing, there must be changes in language learning. But contemporaneous collide of globalization, the expanse of English and technological development have transformed our learning and teaching English as a Lingua franca in an unprecedented way. In every aspect of human life, Science, Information, Technology are playing a vital role .Even in the field of education the technological developments have started a new page. Traditional methods of teaching are not showing great impact on the learners. Technology has become a tool for making the learners innovative and also became a source for motivating the learners towards learning. To compete with this native speakers of English. **Keywords**: Paradigm, stimulus, explicit, immediacy, collaborative

Introduction:

"A new age demands a new paradigm" -Walter McKenzie "With the help of technology, teachers will be leaders in the transformation of education around the world"- Craig R .Barrett. ICT means Information and Communication Technology. According to Kent, "ICT in education point of view refers to Information and Communication Technology such as computers, communications facilities and features that variously support teaching learning and a range of activities in education [QCA schemes of work for ICT in Kent country council,2004]. Because of its interactive and dynamic nature ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT students can learn any subject especially English with ease. In the context of the global exchange the role of ICT has become inevitable in the 21st century. The use of ICT has become essential in every day classroom teaching and learning. Its use gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society.ICT has become essential tool for educational change and

reform. Government of Nepal has included ICT as one of the subject in school level education. The Methodology of English has started a new way of using ICT in teaching.ICT provides more opportunities for communication between peer learners. With the use of ICT there is a two-way exchange of knowledge between home and school/ college. The teacher abides key to the successful use of ICT for learning. The integration of ICT in language teaching and learning has become an interesting topic to many researchers and education practitioners.

Computer Assisted Language Learning:

CALL is a broad and an ever changing discipline. Beatty defines, CALL as "Any process in which a learner uses a computer and as a result improves his or her language and it covers the wide range of current practice in the field."The internet and different computer applications. Computer Assisted language learning(CALL) software, CD-ROMS ,and Office software applications have become common place in many teaching and learning environments. The computer can act as a stimulus which generates analysis, discussion and writing.

Some of the important ICT tools and applications used in the field of English Language Teaching are following:

The Internet

The internet offers the best way to learn language other than immersion in an English speaking milieu. The student's relationship with websites is more noticeable than with print based text. Internet users may return to sites frequently or use internet for interaction to share their information and ideas. Digital technology is rapidly used by pupils and teachers not only in the classroom but also in the personal life.

The advantages of online learning:

The internet saves our time and energy. we can learn English lessons through internet without the need of travelling and without the need of leaving home or bedroom. With internet students can learn English anywhere at any time and whenever they want. The internet offers instant feedback to the learners which enhance the learning experience of the students.

E-Books:

An eBook is an electronic version of a traditional print book that can be read by using a personal or by using an eBook reader like iPods and kindle. EBooks also used to improve the teaching and learning skills in the classroom. In eBooks teachers and students can add images, info graphics, posters, video, and text, audio and so on. Learners can share eBooks with their friends. E=Books strengthen students' note making skills, the knowledge of English grammar and application skills.

Audio Books:

Baskin and Harris (1995:372) explain, "The first literature heard, not read."Audio books are not discovery of this century or even of the last one considering authentic books as equivalent to its content and not to its format (Baskin and Harris1995:372).Audio books are applicable for English language learners and young people who are craving for learning English with stories. Audio books develop the four language systems; phonological, semantic, syntactic and pragmatic. Audio books are recordings on CD or digital file of a book which are read aloud."The use of audio books with struggling, reluctant or second language learners is powerful since they act as a scaffold that allows students to read above their actual reading level. Play way is the new arrival regarding audio books .Play way does not need a separate players and it is preloaded and ready to use.

Webinar:

Webinar is the best example for online learning. Webinar is an interactive seminar conducted via the World Wide Web. Usually a live presentation, lecture or work-shop that happens in real time as users participate through chatting, video-chatting, file-sharing or asking questions with a microphone. Webinars are more helpful in learning grammar.

Interactive White Board:

Gareth Davis says that "IWB brings everything together at one placemat one time with the use of authentic materials."IWB acts as a motivational tool.IWB has to be connected to the computer and data projector.IWB offers teachers to comprise video clips, films interviews ,electronic microscopes, different websites etc .It improves the social skills of the students like cooperation and participation. In IWB lessons

can be recorded and saved for further use. Bactra states that The power of images and capacity for collaboration is very significant in White Board's impact on learning."IWB teaching is completely different from traditional methods of teaching. According to Cunnings worth "vocabulary was a neglected area of foreign language teaching but it has gained its due recognition in the last few years" New vocabulary, word formation and sounds are practiced easily by IWB.

Mobile Apps:

Mobile digital devices like laptops, iPods, tablets, smart phones have made English language learning easier .At present there are so many apps available in the App store and Play store (Android) markets. These apps furnish students with quizzes, games, dictionaries, Podcasts and tests. Simultaneously teachers can now constitute the "gasification" element in teaching which put out interest in the students for a given topic. Mobile apps can perform as a personal 24/7 English language teacher. Some mobile apps which are amending English language learning and teaching are Dictionary.com, Hangman, Grammar's, Quizmaster, 60- Second Word Challenge, Mobile Air Mouse, Ankhi Flash Cards, and English Idioms Illustrated etc.

Audio-visual aids:

In the 21st century the use of AVA has become inevitable. It has started a new genre in the field of teaching and learning language. Apart from traditional teaching teachers must adopt the topical and innovative teaching techniques.

1 The use of AVA makes the students active.

2 Students can get rid off their boredom and dullness in the class.

3 Provide attentiveness and enthusiasm.

4. They help to nurture the power of surveillance and independent judgment.

5.They give clarification about the content in the text book.

Over head projectors/slides:

To make ideas explicit we need some visual aids. Slides and slide projectors are used for unveiling objects in full colour. Over head projectors are used in language teaching and learning to supplement the black-board.

Tape-recorder/gramophone:

This is useful for teaching pronunciation, stress and intonation. Recorded information can be reproduced in the classroom. It gives a chance to the students to develop interest towards pronunciation. It helps the students to test their speaking skills.

Television:

The most efficient medium for teaching is television. The television appeals both to the ears and eyes. We can record some language teaching programmers in CD or Cassettes and can telecast them. This shows significant impact on the minds of the students. Radio and television give us the experience of real world into the classroom. Here teaching is very active process. Television is a companion, entertainer and instructor.

Film projector:

Knowledge acquired through films has a lasting effect. We can project some educational films, dramas etc. This can develop the listening and speaking skills of the students.

Language laboratory:

IJSER International Journal of Scientific & Engineering Research, Volume 7, Issue 7, July-2016 5 ISSN 2229-5518 IJSER © 2016 http://www.ijser.org This is the latest innovation in the language teaching. In this we have sound equipments and projectors, computers etc. which can give the students the practice of listening and speaking.

Web 2.0 applications:

It has come into light in 2005. It encourages sharing between users. In this we can have variety of applications such as blogs, social networking websites etc. The learners can be encouraged to write their own blogs. Social networking sites like face book, bebop, and flicker have become very popular. These can be useful for language learning.

Mobile phones:

Mobile phone has also become very essential tool for learning a language. It is a mini computer in every one’s pocket. Mobile phones function in many ways like the

addition of texting, email, functions etc as computers do. In mobile phone assisted language learning we can find portability, social interactivity, community, individuality and immediacy.

Advantages of ICT in English language teaching:

The use of ICT has positive effects on foreign language teaching learning.

1. We can get the required information within a fraction of second.
2. Learners become more innovative with the help of e-learning.
3. ICT provides the information to the students which will be useful for them to compete with this competitive world.
4. English lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
5. ICT can make students and teachers to work with current and authentic sources.
6. ICT ameliorates the learner's interaction, verbalization involvement in group collaborative learning.
7. Students can learn independently.
8. With ICT pictorial description is available.

Disadvantages:

1. Students get short span of attention because of the ICT in language learning.
2. Online learning cannot offer human interaction.
3. Students may open or log on to the unnecessary websites to play games or to watch movies etc.
4. Intense requirement for self-discipline and self direction.
5. Good infrastructure and trained man power is required to use the ICT tools in teaching and learning.
6. Communication is taking place between learners.
7. The teacher is only a mediator.

The modern age is termed as the era of knowledge explosion. This explosion has become possible due to the progress of science and technology. Each and every aspect of human life has changed due to the effects of science and technology. The use of science and technology in the field of communication has revolutionized the

whole world. Use of modern technological tools has led to the rise of ICT (Information and Communication technology.) Now ICT is being used in a number of fields like, health, entertainment, games and sports, transportation, education, industries, fashion designing, textiles, agriculture etc. With a single click, we can get exchange a lot of information of the world due to the use of ICT. The field of education is not untouched by the ICT. Now we cannot imagine education without the use of Information and communication Technology. It has made exchange of thoughts, ideas, experiences and feelings easier. With the help of ICT a lot of persons can get education and training simultaneously at low cost. Now ICT is being used in all the aspects of education. Use of computers, Internet, television, radio, projectors and mobile phones, e-mail facility, online audio and video conferencing as well as new applications has made the Teaching Learning Process and Training attractive and convenient. It is also helpful in saving time, energy and money. So, we can say that ICT is playing the most important and pivotal role in Teaching Learning Process. Hence it is also playing an important role in the learning of language, especially English Language Learning.

This is the most important tool of information and communication technology and backbone of modern human life. All the modern communication process are impossible without the use of computers. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.

It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet. Some of them are following:-

(a) Social media: Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.

(b) Online facilities for English language learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

(c) Online language related courses: These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Some of the agencies which are providing on line courses are following MOOC, Future Learn, NPTEL, and IIT's, Concordia University etc. Students can watch online and offline videos of language learning for the enhancement of their language skills.

(d) Feature Films in Teaching English: Films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying learning experience.

Uses of ICT for an ELT teacher: we cannot think of better educational environment without a better teacher. In earlier times the teacher was the focal point of education, but now the role of teachers has changed a lot. He is considered as a guide and friend of students who helps in learning, does not provides knowledge. To teach better a teacher need to be update with the changes. For this ICT helps a lot. ICT can be useful for a teacher in the following ways.

It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies. He can do various certification programmes in English language teaching run by the famous educational institutions like Cambridge University, British Council etc. These programmes help in enhancing his capacity to teach English language and to make his subject content easy, economic and more understandable.

A teacher can increase his domain of Knowledge English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of ICT. He can also participate in discussions and conferences with the experts of his

English language teaching to improve his knowledge and skills ELT through audio and video conferencing.

ICT helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.

He may participate in various in-service training programmes and workshops which are essential for his professional development with the help of information and communication technologies.

ICT helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.

ICT also helps him framing curriculum of English language learning. He can study curriculums ELT of different countries to study their pros and cons, challenges as well as sociological and psychological issues related to English language learners. All these things helps him in framing a curriculum that leads to achieve the aims and objectives of English language teaching.

Limitations of ICT tools: Though ICT tools are very helpful in the teaching and learning of English language, still these tools have some limitations. Some of the limitations are discussed below:-

(1) Often student fail to learn the targeted objectives of the English language teaching.

(2) Due to freedom of time and space often students become careless about their targets and indulge themselves in meaningless works.

(3) Repeated use of recorded programmes creates boredom in the students that leads to the problem of indiscipline in the classroom.

(4) Most of the times students remain passive and inactive in the teaching learning process because they get less opportunities to participate actively in the teaching learning process.

(5) The use of ICT tools needs technically trained teachers that lacks and create problems in the TLP.

From the above discussions it is clear that ICT tools have changed the paradigm of English language teaching learning process. So it is essential for a teacher to be familiar with modern ICT tools and use it properly to achieve the aims of English language teaching.

Opportunities Created by the Integration of ICTs in ELT

Many research studies have concluded that ICTs are beneficial to language teaching and learning. According to Kumar and Tammelin (2008), ICTs provide three main benefits for foreign language learning and teaching: (i) providing authentic language learning resources and contexts, (ii) creating co-operative and collaborative environment, and (iii) providing opportunities for effective teaching and learning. Likewise, Rabah (2015) finds better students' engagement and enhancement of their learning process as the benefits of ICT integration in teaching and learning. The findings in this study show that the teachers and the students took some advantages with the integration of ICTs in their ELTAL process in spite of different challenges they encountered. Based on the experiences shared, some of the important benefits of ICTs integration for the teachers have been discussed below:

(i) Preparation: One of the main advantages of ICTs for the teachers is that the tools can be useful for them for their preparation of the classroom presentation. They can use different web browsers for the teaching materials they need such as reference books, articles, videos, audios, conversation models, grammar references and so on. They can download those learning resources and save in their computer file for their future use. Similarly, the Internet is helpful for finding out several recent research studies on their subject matter to update themselves for current trends and methods.

(ii) Presentation: The teachers can exploit ICTs for their presentation of their lessons in the classroom and delivering the contents. The tools such as laptops, projectors, and several websites can be used by the teachers for making their presentation attractive and effective to facilitate students' learning.

(iii) Motivation: The teachers can attract the students' attention towards their presentation through the use of ICTs. The combination of sound, text, image, color, and motion through a multimedia projector can help motivate the students and to

increase the students' concentration towards the lesson. Moreover, the use of technology increased the students' engaged learning involving both visual and auditory sensory organs.

(iv)Interaction: ICTs can help create a student-centered learning environment where lots of opportunities for both synchronous and asynchronous communication take place. The tools such as email, Facebook, Messenger, Skype, and Viber all make interaction between the teacher and students, and among the students more frequent. Sharing their ideas and information is possible whenever and wherever they stay.

(v) Providing the students with learning resources and feedback: With the integration of ICTs, the teachers can provide the students with lots of learning materials to increase the students' amount of exposure to the English language. Using their learning management system (LMS) or email the teachers can send the students the learning resources that are more content-specific and useful for them in the form of reading texts, videos, audios, hyperlinks, or websites. Likewise, ICTs are helpful for the teachers for providing the students with written comments and feedback to the whole class, group-wise, or individually. Pun (2013) discusses several advantages of multimedia technology in English language teaching and learning as such that they provide opportunities for ELTAL, and they enhance interaction among the teachers and students. Likewise, they develop students' communicative competence, they motivate students to learn, and that they widen the students' knowledge about the English language. Similar to Pun (2013), 110 the students were found to take some advantages through the integration of ICTs in ELTAL process in this study too. Based on the FGDs conducted, some of the important benefits to the students found in this study have been discussed in the following points:

(i) Amount of learning resources: One of the important benefits of the integration of ICTs for the students is that they can use these tools for accessing information and learning resources. Among many others, LMS (i. e., CIS and MOODLE) is very useful with which the students can find coursespecific resources. Besides, they can

use web browsers and websites through which they can search and download learning materials such as e-books, e-journals, e-articles, e-newspaper, videos, audios, slides, and more for practicing their listening, speaking, reading, writing, and grammar-related skills. They can also use different mobile apps designed for learning the English language.

(ii) Interaction: ICTs can enable the students for easier and faster communication with their friends and teachers. They can easily interact about their problems or queries through the tools such as email, SMS, Skype and so on. Both synchronous and asynchronous communication through ICTs help them exchange their ideas and opinions.

(iii)Collaboration: Collaboration with their friends is another important benefit of integrating ICTs for the students. They can work together in peer or in groups to solve problems or given tasks. Through ICTs it is easier for the students to be involved in talking and discussing, sharing, evaluating, and constructing their knowledge. ICTs help them to create such an environment for collaborative activities. In such activities, the students can feel more relaxed and comfortable to share, discuss, and debate than in teacher dominated classroom. The tools such as email, Facebook, blogs, Skype, google docs are more useful for the students while carrying out collaborative activities.

(iv)Exposure to English language skills: ICTs help the students to find several English language skills specific online or offline learning resources. The students can be involved in practicing listening and speaking skills through the resources such as audios, videos, conversations songs, Skype, Viber, or online talking. Likewise, they can improve their reading and writing skills through several reading materials such as e-books, e-journals, or e-papers. They can also use several web-browsers and online or offline mobile apps for practicing the skills such as listening, speaking, reading, writing, and grammar.

(v) Developing learning autonomy: Another important benefit of using ICTs is that these tools help in accessing various learning resources, which encourage reading and analyzing the contents. Likewise, ICTs help to share the information and

learning materials with their friends and to give comments on them. This environment created by ICT integration is helpful for developing students' habit of independent and autonomous learning, and to develop their learning autonomy.

Difficulties in ICT Integration

The factors impeding the integration of ICTs have been categorized in various ways by different researchers. Balanskat et al. (2006) classify the barriers of ICT integration into micro-level (related to the teacher's attitudes and approaches to ICT), meso-level (related to institutional context), and macro-level (related to wider educational framework). Likewise, according to Ertmer (1999), the barriers of ICT integration can be of first-order type (external factors) and second-order type (internal factors). Based on the findings in this study, the challenges that the teachers and the students encountered in their integration 111 of ICTs in ELTAL have been classified into five categories as: (i) infrastructures, (ii) technological skills, (iii) pedagogical skills, (iv) textbook/curriculum, and (v) attitudes.

(i) Infrastructures: Infrastructure development is the basic prerequisite for ICT integrated teaching and learning. However, as Traxler and Kukulska-Hulme (2005) discuss the challenges of technology integration in the developing countries, the findings in this study too reveal that the infrastructural development and management was one of the main challenges for ICT-based teaching and learning. All the teachers and students shared their experiences that slow internet and fluctuations in the Internet speed were common problems for them. Likewise, irregular electric power supply was another impeding factor that created obstacles in their teaching and learning process. Next, most of the students reported that they were not satisfied with the size of the computer lab and the number of computers in the lab and in the e-library. They had also their complaints about the maintenance of the equipment such as the keyboard, mouse, UPS backup in the lab, and e-library.

(ii) Technological skills: Lack of adequate technological knowledge with the students and the teachers was another challenge in their integration of ICTs in ELTAL. Many of the students in the starting of the session did not have basic technological knowledge required for the ICT-based education system. Likewise,

they did not have good ideas of English language learning specific software and websites to practice English language skills. The teachers also did not have adequate knowledge of newly developed language learning software and applications for engaging the students in collaborative activities for learning English. Some of the teachers were not so confident in using the LMS they had in the college.

(iii) Pedagogical skills: The teachers had not got any opportunities to take part in the training or workshops and they were less confident about using ICTs in ELTAL process. They did not have a good pedagogical skill of utilizing ICTs blending face-to-face and ICT-based teaching to engage the students both inside and outside the classroom. They did not have adequate ideas about various software and English language learning websites useful for improving the students' English language skills and knowledge construction. Many of the students were at the basic level of ICT use in English language learning. They had little idea about utilizing ICTs for collaborative activities and improving English language skills. As Van Dijk (2005), and Mishra and Koehler (2006) discussed, lack of adequate technological and pedagogical skills was one of the important factors affecting proper utilization of ICTs in ELTAL in this study as well.

(iv)Textbook/curriculum: The teachers shared their experiences that the textbook and curriculum had not been revised and updated to meet the need of society. Likewise, the textbook did not incorporate the contents or exercises that encouraged the students using ICTs for construction of their knowledge. This finding goes in the line with Ozdemir (2017). According to the teachers, the textbooks prescribed were unnecessarily long; and due to inadequate time to involve the students in discussion, and in interactive and collaborative activities as needed. Moreover, the evaluation system in the curriculum had given no value for the technological knowledge and skills in examinations. Using ICTs in learning English was completely an optional matter of an individual student.

(v) Attitudes: Attitude towards ICTs is also a challenge in integrating ICTs in ELTAL. Some of the students reported that their parents did not have a positive attitude towards using ICTs. In their opinion, ICTs were just a fashion and they

taught bad things to the children. Those parents did not become ready easily to make investment on ICTs and it was not easy for the students to have ICT tools they required. Unlike Chen (2008), the teachers in this study were motivated towards ICT integration; some parents, however, did not have positive attitudes towards ICTs.

2.1 Ingliz tili fanini o'qitishning zamonaviy texnologiyalari

Topic: New Approaches to Teaching English

Objectives: PWBAT

-get informed with new approaches in language teaching

-practise some activitie

-reflect on learning materials

Section	Time	Instructions	Materials
Welcome/ Inform learners of objectives:	10"	3. Introduce Yourselves 4. Welcome Participants Tell Ps we will provide a brief overview of the New Approaches to Teaching English, which we will learn about in one Week.	PPT 1-2
Introductions	15"	7. Introduce Yourself to participants. 8. Have participants make circle. 9. Give name and term/word related to Teaching FL starting with same letter. Minimal peers/ Munisa/ Dynamic / Doniyor 10. Have next person say your name and your term then give their name and term/word. 11. Continue around group repeating all names then giving their own. 12. As whole group review everyone's names.	None
Warmer: **Gain Attention**	10"	6. Introduce the **Sorting** activity. Tell participants the purpose is to introduce new vocabulary/Acronyms related to The Teaching Approaches. 7. Divide into 3-4 teams 8. Discuss the directions for the activity.	**Matching** handout_ Already cut up

Activity: **Definition Match**		1. You will get an envelope with papers you must match the words to the definitions Give teams envelopes and have them match. 9. Have participants check the PPT for suggested meanings and answer any questions they have: * CLT-Communicative Language Teaching * CLIL -Content and Language Integrated Learning *TBLT – Task Based Language Teaching *TBLL – Task Based Language Learning EFL – English as a Foreign Language * TESOL – Teachers of English to Speakers of Other Languages * exemplary – excellent, model, very good, perfect * principles – truths, beliefs * community of practice – a group of people who do the same thing and work together to do it better * resources – tools, materials, supports * learners – students * conditions – situations, environment, circumstances * lesson delivery – how teachers present a lesson * adapt – change, adjust, modify * create – make, develop, design * design – plan, create, make * monitor – observe, watch, check * assess – evaluate, determine, judge * engage – participate in, join in * collaborate – work with, cooperate with 6. Have participants write down any new vocabulary	
Stimulate recall of prior learning: Think-Pair-Share What makes a good teacher?	10”	3. Work in pairs 4. Make a list of what you think makes an Exemplary teacher.	None
Present the content: Introduction to the New	15”	3. Introduce The 6 Principles for Exemplary Teaching of English Learners. Tell participants that we will call The 6 Principles “The 6 Ps” during the workshops.	PPT 3-7 **Overview of the 6 Ps**

Approaches/The 6Ps		4. Read The 6 Ps while pointing to each one individually on the graphic. Remind participants that **theSorting** activity introduced the new vocabulary for The 6Ps. Refer them to the **Sorting** handout for the words underlined below. * Principle 1: Know your learners. * Principle 2: Create conditions for language learning. * Principle 3: Design high-quality language lessons. * Principle 4: Adapt lesson delivery as needed. * Principle 5: Monitor and assess language development. * Principle 6: Engage and collaborate within a community of practice. 5. Explain that the center of The 6 Ps is "Know your learners" (Principle 1) and that "Engage and collaborate within a community of practice" (Principle 6) is what holds The 6 Ps together. 6. Explain why TESOL developed The 6 Ps. * The 6 Principles are TESOL's ideas for excellent teaching of English learners. * The 6 Principles connect TESOL's . . . values, standards, professional learning, and publications. * The 6 Ps are universal, come from many years of research, and help teachers and students be successful in any program. They are a framework that can be connected to other ELT professional development. 7. Have participants read the quote and then discuss how we make this possible when we use The 6 Ps together.	handout
How We Learn English / Activity: Four Corners	20"	3. Tell participants that before we examine each of The 6 Ps individually, we will explore how we learn English. 4. Introduce the **Four Corners** activity. Tell participants the purpose is to examine some of the beliefs we have about language learning. 5. Discuss directions for the activity. 1. Read and/or listen to the statement. 2. Think about the statement and choose your opinion: a. Agree b. Strongly Agree c. Disagree d. Strongly Disagree 3. Move to the corner of the room which best represents your opinion.	● PPT 9–19

		4. Elaborate on your choice if asked. 6. Model the activity with this statement. * Chocolate is the best kind of ice cream. 7. Tell participants that now we will use this activity to share our opinions about four common beliefs that people have about learning English. Share Belief 1 and give participants time to move to one of the four corners. * Belief 1: My job is to teach students English. I don't need to think about their ability to speak another language(s). 8. Ask a few participants to elaborate on their opinion. 9. Follow up with an "Alternative Response to Consider" or share with other teachers who might believe it is not an English teacher's job to think about the benefits of being bilingual. Alternative Response to Consider: Being bilingual helps students remember more at one time. Successful teachers help students develop their bilingualism. 10. Repeat Step 5–7 for Beliefs 2, 3, and 4. * Belief 2: I cannot motivate my students if they do not want to learn English. Alternative Response to Consider: Motivation is important to learning. Successful teachers make a classroom environment and lessons that can help to motivate students. * Belief 3: Students should start learning English when they are very young. Alternative Response to Consider: Teachers should help students start learning at any age. Students of different ages have different strengths. * Belief 4: Some students can learn English, and some students cannot learn English. Alternative Response to Consider: Anybody who learned a first language can learn a second language if teachers offer the right ways to practice.	
Activity: Turn and Talk / Activity Tracker:	15"	3. Introduce the **Activity Tracker** if you are not providing a tracker simply have teacher write activities in notebooks. 4. Give participants 10 minutes to complete the tracker as you monitor and assist. 5. Ask participants to share out as time allows.	• **Activity Tracker** handout

The 6 Principles T/F	10”	3. Have participants write Ton piece of paper and F on piece of paper. 4. Say a sentence about vocabulary /6 Ps Have participants hold up T or F based on if they think statement is T or F. If false have them change to true. 5. Direct Ps to the **Overview of the 6 Ps** handout (2 pages), and the 6 Ps image. 6. Tell them we will learn about Ps 1, 7. Remind them that The 6 Ps should work together as a whole, not separately.	

2.1.2 Ingliz tili darslarini zamonaviy texnologiyalardan foydalangan holda rejalashtirish va tashkil etish.

Session 2 Material Designing

Aim: PWBAT

-Get informed with the ways of material designing;

-have a practice on some of them;

-share their ways of MD

Activate participants' prior knowledge (10 minutes)

Divide the class into 3-4 Groups and ask participants discuss the following questions?
Brainstorm: What is Material Designing?
Why, How, What resources?

Presentation of the new topic (20 minutes)

It is often necessary to recycle new words several times in class before they become part of learners' active vocabulary, and the same is true of collocations.

Author
Catherine Morley, Teacher, Teacher trainer, Mexico
Whether the collocations are introduced through a text, as described in the article, or explicitly taught, the memory game Pelmanism can provide a useful review activity in a later lesson.

This activity follows on from the article *Lexical exploitation of texts*: https://www.teachingenglish.org.uk/article/lexical-exploitation-texts

Preparation
Cut up a set of cards per group of 3-4 students. Three example sets are

downloadable below. I have found that about twelve collocations (i.e. 24 cards to match in pairs) works well.

- Verb-noun collocations for daily routines: For elementary level learners, L1 interference can often lead to incorrect verb-noun collocations such as 'take a cup of coffee'. This set of cards practises common verb-noun collocations for routines.
- Phrasal verbs collocations: Advanced level learners may be aware of the meanings of many phrasal verbs, but are not always able to use them appropriately. This is partly because phrasal verbs often have very specific connotations and much narrower collocational fields than the 'synonyms' we use to help learners understand their meaning. For example, if we tell learners that 'turn up' means 'arrive', this can lead to inappropriate utterances like 'What time did you turn up?', implying criticism where this may not be the intention. For this reason it's a good idea to introduce phrasal verbs in context, e.g. through a text, with their common collocates. This set of cards gives an example of how to revise such collocations in a subsequent lesson.
- Business English collocations: In the business world, there are a huge number of collocations which express specific ideas very succinctly, for example, 'customer service' and 'quality control'. If learners are not familiar with these collocations, they will be forced to explain the concept, which is likely to lead to errors and puts a strain on the listener. This set focuses on business-related noun-noun collocations, which can be particularly problematic for learners.
- When producing your own sets of cards, make sure there are not too many possible collocations other than the ones you intend to practise. It can be very difficult to include only one possible way of combining words, so tell students to look for common collocations, or specifically those covered in the previous class.

Procedure

- Give students, in groups of 3-4, a set of cut-up cards, and instruct them to place all the cards face-down and spread them out on the table.
- The first student turns over two cards. If the two cards form a strong collocation, he or she keeps the pair and has another go.
- If the cards do not collocate, he or she turns them over again, leaving them in the same position on the table, and the next student has a turn.
- The winner is the person who has most pairs at the end.

In order to collect pairs, learners need to remember the position of the cards as well as the collocations, so it's important that they do not move the cards around too much. It's also a good idea to demonstrate the game with a strong student the first time you use it in class. If you later use the same activity again, you'll probably find that learners remember what to do.

Downloads

Quick revision games

Divide the class in two teams. Give each team a set of slips with five (or three or two, depending on their level) things they have to name.

Author
Marcelo Elias
Examples:

- Name five things that move
- Name five drinks
- Name five things you would be doing if you weren't here
- Name five ways to get rich
- Name five animals

A member of the team reads the category of things they have to name and the whole team shouts the words.

While team A is doing this, team B have to remain in silence. Then it's team B's turn.

Time each team. The faster team is the winner.

Category game

This activity can be used as a review. Students usually get very excited.

The teacher chooses a category (animals, colors, school objects, kitchen gadgets...) and each student has to say a word that belongs to that category.

If a student doesn't know, he / she stands up. Then, the teacher chooses another category the following student starts again. In the following round, the student who's standing will have another chance. If he / she can say a word that belongs to the new category, he / she can sit down.

It's a great game for revision and to get students tuned into the lesson topic. It may also be used to elicit from the student what they already know about a certain topic.

Language Level
Pre-intermediate: A2

Stop the bus

This is a great game to revise vocabulary and you can use it with any age group and any level by changing the category headings.

Practice of some activities to use in the classroom (30 minutes)

Author
Jo Budden
It really gets students focused and working on tasks as a team and can be a saviour to fill the last ten minutes of a class when you have run out of ideas!

Procedure

- Put the students into teams of three or four.
- Draw on the board a table like the ones below and get each team to copy it onto a piece of paper.
- Students simply have to think of one item to go in each category beginning with the set letter. Give an example line of answers for the first time you play with a new group.
- The first team to finish shouts 'Stop the bus!'
- Check their answers and write them up on the board and if they are all OK, that team wins a point. If there are any mistakes in their words, let the game continue for another few minutes.

- If it gets too difficult with certain letters (and you can't think of one for each category), reduce the amount of words they have to get. You can say 'OK, for this round you can stop the bus with four columns.'

Examples

	animals	colours	food	clothes	countries	sports
T	tiger	turquoise	tuna	trousers	Tunisia	tennis

For higher levels change the category headings. For example:

	something in the kitchen	something in the living room	something in the bedroom	something in the bathroom	something in the office	something in the garden
S	spices	sofa	sheet	soap	staples	seat

Or, for even higher levels:

	something made of metal	something made of glass	something made of plastic	something made of wood	something made of material
B	bike	bottle	bin	bench	belt

Language Level

Beginner: A1

The memory game

This is an adaptation of the popular children's game where you have to pick up matching pictures, but in this activity we use the two parts of collocations.

Author
Shaun Dowling

Preparation

During regular classes, note down the word combinations that come up. Then put each part of the collocations on two separates pieces of paper. Here is an example I had when we were talking about the environment. The word combinations were:

ozone	***layer***
oil	***spills***
environmentally	***friendly***
cut down	***trees***
greenhouse	***effect***
animal	***poaching***

endangered	***species***
melting	***polar ice caps***
recycle	***waste***

The first part of each phrase (e.g. *ozone*) should be written on one colour sheet of paper or, if you haven't got coloured paper, in a different coloured pen. Then with a different colour piece of paper or pen, write the second part of the phrase (e.g. *layer*).

Procedure

- Put all of the first parts of each phrase together, face down on the floor. Then mix up the second parts and put them face down in a separate group.
- Students take turns to pick up one piece of paper from each group, trying to find the correct collocation. If they are wrong, they should put them back in the same place.
- As the students match them up incorrectly, they start to recall the correct collocation or phrase.
- For larger groups, you can either make several sets so students can play in pairs or small groups, or students can work as teams and each team takes turns.
- The activity is fun which also aids efficient memorising of the target language. The more opportunities we allow our students to see the words the more likely they are to actually have them 'stuck in their heads' for easy access at a later stage.

Language Level
Beginner: A1

Same, opposite or different dictation

This is an activity for advanced or, at least, upper intermediate students.

Author

Ana Paola Reginatto

Dictate to the students pairs of words (e.g. hold/embrace, high/tall) and ask them to classify the pairs as Same, Opposite or Different. Once you have finished dictating the pairs of words, the students should compare their choices with their partner and explain their reasons, especially the pairs classified as different (why are they different?) or same (are they always synonyms? Are there slight differences in meaning and connotation? Are there differences in collocation). If you wanted, students could use dictionaries to check ideas.

After the students have discussed the words, elicit the pairs to the board and deal with spelling, pronunciation and meaning.

This activity can be done to introduce vocabulary that will be found in a text, listening activity or song lyrics, but also for reviews. So, you find words in the text, and think of partners for them for the S.O.D. dictation.

The activity is demanding but it is an excellent way to explore vocabulary and shades of meaning.

Language Level

Advanced: C1

As a reflection ask participants to fill the sentences (10 minutes)

I have learned today_____, _____ and _____

I will try out_____ and_____.

https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/advanced-c1/same-opposite-or-different-dictation

2.3. Ingliz tili fanini o'qitishda 4-Kko'nikmalarini shakllantirish metodikasi

Topic: How to use the 21st century skills in English classroom

Objectives:

-Get informed with the 21st century skills

-introduce some interactive techniques: Jumbled Words; Foldable Activity with My Expectations; 3-2-1 Activity

- Reflect on learning

Outcomes: By the end of the session PWBAT

-discuss the 21st century skills/4Cs;

-use some interactive techniques to create student-centered classroom

Section	Time	Instructions	Materials
Welcome/ Inform learners of objectives:	5"	5. Greet Ps 6. Inform Ps that they will get information on the 21st century skills and have a practice on a Foldable Activity for making an Action Plan	PPT 1-2
Warmer: **Gain Attention** Activity: **Jumbled Words**	10"	10. Introduce the **Jumbled Words** activity. Tell participants the purpose is to introduce new vocabulary related to The 21st century skills/4 Cs. 11. Divide into 3-4 teams 12. Discuss the directions for the activity. You will get a stripe of a paper with jumbled letters and you should make up one long word from this letters. Your word should start with letter "C". As an example: unrcoty Country Each group will get a stripe of a paper with one jumbled word ettyariciv rnlclaootbaio nmitacmoonuci tcclairi igintnhk	**Jumbled Words** handout

		Answers: Creativity, collaboration, communication, critical thinking	
Stimulate recall of prior learning: Group Work/ or Think – Pair-Share How are the 4Cs related to English language teaching?	15”	5. Work in pairs/as Group. Each group will discuss the following questions in their groups. After finding the answers, they will share their opinion with other groups. a. What is Communication/ Collaboration/Critical thinking/Creativity? b. How should teachers use it in their classroom? c. Give examples from your own classroom where you use Communication/ Collaboration/Critical thinking/Creativity skill. Answers: Creativity (create, produce, dance, sing, act out, write a poem…) Collaboration (work together, group work, pair work, team work) Communication (have a conversation, interact, exchange through writing) Critical thinking (ask questions, compare, analyze, apply, find a solution to a problem, create)	None
Present the content: Introduction to the 21st century skills	10”	8. Participants watch a short video on the 21st century skills.	https://www.youtube.com/watch?v=TwMvsuj3gU8
Elicit performance (practice)	15”	Introduce a Foldable Activity on My Expectations from a one-week teacher-training course. Foldable is made of a piece of a paper. The paper should be folded twice. It will have 3 parts. In the back side of the paper;	PPT 7 **a Foldable “My Expectations”** handout

		3 (3 facts about me,) 2 (2things I want to take from the course for myself,) 1 (1 thing I want to take from the course for my learners) In front side the learners will write the things which are required. Pair work- sharing the foldables with each other	
Provide feedback	15”	Participants in Pairs will discuss the following questions: When did we work together in a Foldable Activity? (for collaboration) Did we create (make, produce…) anything? (for creativity) Did we have a chance to do critical thinking? Did we communicate with each other in a Foldable activity? Answers: Collaboration- exchanging their ideas to each other about their Expectations in a Foldable Activity Communication- participants talked to each other while sharing their info Creativity- participants created a foldable Critical thinking- participants had to choose the most important facts or things they want to learn and they had to compare	None
Enhance retention and transfer	10”	1. How to adapt a Foldable and use it in the classroom. Topic can be changed. (Students can create a Foldable about their famous sport or sportsman…) Foldable can have more folds. 2. Do a 3,2,1 activity I have learned: 3 new words _____,_____,_____ 2 teaching terms:_____ and _____ 1 question to ask:_____?	**3-2-1 Activity** Handout

Handout 1

e t t y a r i c i v

r n l c l a o o t b a i o

n m i t a c m o o n u c i

t c c l a i r i i g i n t n h k

Handout 2

My Expectations

1thing for my pupils_____

2 things for myself_____

_____

3 facts about myself

_____

_____

_____

Handout 3

3-2-1 Activity

I have learned:

3 new words _____,_____,_____
2 teaching terms:_____ and _____
1 question to ask:_____?

Topic: PTRA: Plan, Teach, Reflect, Adjust

- plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in classrooms
- develop an effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities
- design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up

1. Gain attention	**Mini lecture**: We can say that "There are three types of lessons: The one we plan to teach; the one we actually teach; and the one we wish we had taught. Effective design and delivery of lessons lead to successful learning in communicative language classrooms. Teachers need to not only to plan and teach lessons, but also to reflect on how the lessons were taught and how the students interacted during the lessons. Through this module, you will explore ways that will help you design and develop lesson plans for your communicative language classrooms. You will also have a chance to delve deeper into reflective teaching practices that will benefit both you and your learners.
2.Inform learners of objectives	By the end the session participants will be able to: - plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice - develop an effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities - design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up
3.Stimulate recall of prior learning	Pair work. PP choose cards with questions and answers. There is a question or an answer on each card. They should be matched by PP in a mingling activity. They then make up pairs and work together. Discussing “classroom objectives” in small groups answering the following questions: - are classroom objectives important? - do you work out objectives for each class? - how do you work out your classroom objectives?

4.Present the content	Playing the video "Writing Good Objectives" Discussing some parts of the video and establishing that SWBAT is an important part of lesson planning Questions for discussion: • Why do you think objectives are important? • Is it ok to have activities out of classroom objectives during the lesson?
5.Guide learning	Work in pairs. Ask PP to distinguish which verbs can be used in a good lesson objective. (**can be used**) define, describe, list, name, list, name apply, assess, change, classify, use, say. (**should not be used**) understand, know (handout 2) Make a True/ False statements about a good lesson objective. PP should use response cards (True/False cards) (handout 3) *Teachers should use concrete, observable actions to write a good objective.* (true*)* *Teachers should use verbs like "understand" or "know" in classroom objectives.* (false) *Teachers should start with SWBAT and use concrete, observable actions to write a good objective.* (True) *Objectives can be presented at the beginning and at the end of the lesson.* (false) *Establishing objectives is important.* (true) *The objective represents what students are expected to learn from the lesson* (true) Small group activity. PPs work with handouts where there is a list of disordered activities of a lesson. They try to make a logical sequence of the activities. (**handout PDF to be cut**) Playing the video "Sequencing Activities". Before playing it establishing "This video will demonstrate how to sequence activities in a lesson to promote a meaningful language learning environment throughout instruction."

6. Elicit performance (practice)	Fluency circle activity (inner, outer circle): PP create their Six-Step Lesson plans (**handouts 4-5**) speak about their lesson plan – theme, objective, activities taking into consideration Six-Step Lesson 1. Warm-up 2. Presentation 3. Practice 4. Application 5. Wrap-up/Assessment 6. Follow-up.
7. Provide feedback	Video 3 **Activating Your Reflective Teaching**
8. Assess performance	Four corners: Trainer writes a word/phrase on the board, PP go to the corners 1 Prepare, 2 Teach, 3 Reflect, 4 Adjust where these words belong to Corner 1- Prepare – plan, objective, design, sequencing activities Corner 2- Teach – activity, student interaction, presenting new language, language practice, presentation, wrap up Corner 3- Reflect – teachers are lifelong learners, improving teaching, students' respond to our teaching, asking questions like who, when, why and what Corner 4- Adjusting – Making changes to lesson plans, additional material, shorter/longer time, different instructions, better performance.
9. Enhance retention and transfer	-Ask PP to design a six step lesson plan for a lesson from their textbook. -Ask them to think of any ideas for English teachers in Uzbekistan to implement PTRA into their teaching.

Handout 1 (questions and answers are in separate cards. They are matched by PP and PP make up pair work. They may be handwritten on colored stickers)

- How many brothers and sisters have you got?
- Three, two brothers and a sister

- When are going to have your next English lesson?
- On Friday at 10.

- Would you like to go to Paris for your summer holidays with us?
- Unfortunately, I will have to get ready for my exams.

- Have you had your breakfast yet?
- Yes, I have.

- What is for dinner?
- Pizza!

- What is your new English teacher like?
- Oh she is amazing.

- What color is your bag?
- I don't know exactly. May be black or brown or blackish. May be brownish.

- May I come in?
- Don't be late next time!

- What is the matter?
- I think I have a flu.

HANDOUT 2

Which of the following verbs can be used in a good lesson objectives.

define, describe, list, know, name, list, name apply, assess, change, classify, use, say. Understand.

Topic: Module Building Routines

Workshop Description: Are your activities always clear for your learners? Do they do the tasks well as you expected? This workshop presents useful tips in order to give short and clear instructions according to the level of learners. It is the fact that instructions play the most important role to get students to do tasks as well as teachers expect. In this workshop one can see different strategies with examples.

Activity	Time	Instructions	Materials
Gain attention			
Activities: Group and chant	10”	Entrance tickets (Homework check) Energizing chant (I feel so good) Grouping get into groups about your favorite food.	None
Inform learners of objectives			
Activity: Write On board or show in power point	5”	Introduce objectives on the board. By the end of the workshop participants will be able to - describe the importance of building routines in English; - practice using different routines in daily classes; - demonstrate using anxiety-free routines in English classes.	None
Stimulate recall of prior learning			
Activity: TPS	5”	Think Pair Share: What is your favorite classroom routine that you regularly use when teaching? What part of the class do you use this routine - in the beginning, when transitioning, or at the end of a lesson? Why is it your favorite? What do you do to involve your students in the daily routines in your classroom?	None
Present the content			
Activity: Videosand foldable	20”	1. Teachers make a foldable with 5 sections. Greeting/Roll Call/WarmUp/Do Now/Wrap Up 2. As teachers watch videos have them fill in the sections to their foldables. 3. At the end have participants get in small groups to share what they wrote and add anything they learn from others.	Videos Paper to make foldable

		Video 1. Start up language routines https://youtu.be/XauhiNLr6L0 ***Video 2 . Do know&Wrap up.*** https://youtu.be/fHhpdqLOedY 4. Optional: Find someone who…. Teachers walk around the classroom and identify who uses above mentioned classroom routines and who are going to apply and how. -What kind of DO NOW and WRAP-UP expressions do you use in your classroom? -Which ones are you going to apply to your context?	
5. Guide learning			
Jigsaw Read Expert Groups	30"	1. Divide into 4 "expert/home" groups each group gets a reading. 2. After reading discuss what are your top 3-4 take a ways. 3. Number of people in groups a-b-c-d-e…(depends on number each group). 4. Regroup participants so that a's are all together b's together. Each new group NEEDS to have a person from each expert group. 5. In new groups share your top take a ways	Jigsaw reading articles
6. Elicit performance (practice)			
Poster Infographic	30"	1. Participants into group (some class) or on their own create a poster that showcases classroom routines that they would like to use regularly in their current teaching context. 2. They need to briefly describe who their learners are, when would you use this instructional routine, and why they believe it would be effective. They should address how they will encourage, reinforce and what consequences there are. 3. Groups or teachers hang posters around room.	
7. Provide feedback			
Post it note Feedback	15	1. Hand out post it notes 2. Participants look at posters and write FORMATIVE FEEDBACK.	
8. Assess performance			

Mingle		Participants will do “Daily mingling” on 3 important questions about theme. ▪ Which of the suggested routines do you think can be adaptable to your teaching context? Why and why not? ▪ How did the other teacher use routines and what made this routine effective? ▪ How do you plan to apply them into your daily instructional routine?	
9. Enhance retention and transfer			
Take it to School	?	Teachers should implement at least one new routine. They should video a short example of it in class and post in telegram group.	