O‘ZBEKISTON RESPUBLIKASI

OLIY VA O‘RTA MAXSUS TA’LIM VAZIRLIGI

SAMARQAND DAVLAT UNIVERSTETI KATTAQO‘RG‘ON FILIALI

Ro‘yxatga olindi
№BD_____

TASDIQLAYMAN
SamDU K.b.direktori
_____ Sh.R.Ubaydullayeva
2022-yil "__"_____

O`QUV DASTUR TAYYORLASH

(Curriculum Development in Second Language Classrooms)

FANINING O‘QUV DASTURI

Bilim sohasi:	100000 - Ta’lim
Ta’lim sohasi:	110000 - Ta’lim
Ta’lim yo‘nalishi:	60111800 - Xorijiy til va adabiyoti: ingliz tili

Fan/modul kodi	O‘quv yili	Semestr	ECTS – Kreditlar
MTF2605	2024-2025	6	5
Fan/modul turi	**Ta’lim tili**		**Haftadagi dars soatlari**
Tanlov fan	Ingliz		4

	Fan nomi	Auditoriya mashg‘ulotlari (soat)	Mustaqil ta’lim (soat)	Umumiy (soat)
1.	O`quv dastur tayyorlash	60	90	150

2.

I. Fanning mazmuni

Ushbu kurs chet tili sinfiga o'quv dasturini rejalashtirish jarayonini qo'llaydi. Talabalar o'quvchilarning malakalari va farqlari asosida ta'limni farqlovchi mazmun va til maqsadlariga javob beradigan dars rejalari va o'quv dasturlarini ishlab chiqadilar. Kurs rejalashtirilgan ta'lim faoliyati asosida o'quvchilarning tushunishi, egallashi va ishlashini kuzatib boradi va baholaydi.

Fanni o‘qitishdan maqsad:

Fanni o’qitishdan maqsad – bo`lajak pedagog – ingliz tili o`qituvchilariga pedagogik jarayonnong dastlabki va asosiy bosqichi bo`lgan fan dasturlari va sillabuslarni tayyorlashni o`rgatish. Talabalar kurs davomida syllabus va fan dasturlari tayyorlash uchun zarur bo`lgan barcha bosqichlar bilan tanishib ularni mustaqil tayyorlashni o`zlashtiradilar.

Fanning vazifasi:

Fanning vazifasi - talabalarni pedagogik jarayonga tayyorlash, fan dasturlari va sillabuslarning muhim tarkibiy qismlari, fan dasturining maqsadlari, uni yartishda o`quvchilarning ehtiyojlari va zarur ta`lim texnologiylarni hisobga

olish, dastur va sillabuslarni mustaqil yaratish kabilarni o`rgatishdan iborat.

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

II.I. Fan tarkibiga quyidagi mavzular kiradi:

1-mavzu. Different approaches to language curriculum development

Students will learn about different approaches to develop curriculum

2-mavzu. Lesson vs Syllabus vs Curriculum

Difference among lesson, syllabus and curriculum is introduced

3-mavzu. Designing a Course: Needs Analysis

The process of identification and evaluation of needs is intoduced

4-mavzu. Lesson Planning: Components of Lesson Planning

Lesson topic, benchmarks, performance standards, objectives, instructional activities, input

5-mavzu. Designing a Course: Situation Analysis

The process of critically evaluating the internal and external conditions that affect an course organization

6-mavzu. Lesson Planning: Writing Content and Language Objectives

Lesson objectives that specifically outline the type of language that students will need to learn and use in order to accomplish goals

7-mavzu. Designing a Course: Planning Goals and Learning Outcomes

Intended learning outcomes, student-focused goals that clearly indicate what a student should know and be able to do the at the end of a course

8-mavzu. Designing a Course: Course Planning and Syllabus Design Application

Selection and organization of instructional content, suggested strategy, for presenting content and evaluation

9-mavzu. Lesson Planning: Differentiated Instruction

Tailoring instruction to meet individual needs, differentiated content, process, products, or learning environment

10-mavzu. Designing a Course

Creating the conditions for good teaching to take place: Institutional factors, Teacher factors, Teaching factors, Learner factors

11-mavzu. Lesson Planning: Incorporating technology

The use of technology to enhance learning and teaching process, utilizing different types of technology in the classroom

12-mavzu. Designing a Course: Instructional Materials

A collection of materials including animate and inanimate objects and human and non-human resources that teacher may use in teaching the course

13-mavzu. Lesson Planning: Promoting interaction in the classroom/ appropriate grouping

Including materials into learning that promote social interaction

14-mavzu. Designing a Course: Approaches to Evaluation.

Formative and summative; analytic and holistic assessment

15-mavzu. Lesson Planning: Providing review, assessment & feedback

Giving students an explanation of what they are doing correctly and incorrectly

III. Seminar mashg`ulot mavzulari:

1-mavzu. Different approaches to language curriculum development

2-mavzu. Lesson vs Syllabus vs Curriculum

3-mavzu. Designing a Course: Needs Analysis

4-mavzu. Lesson Planning: Components of Lesson Planning

5-mavzu. Designing a Course: Situation Analysis

6-mavzu. Lesson Planning: Writing Content and Language Objectives

7-mavzu. Designing a Course: Planning Goals and Learning Outcomes

8-mavzu. Lesson Planning: Writing Content and Language Objectives

9-mavzu. Designing a Course: Course Planning and Syllabus Design

Application

10-mavzu. Lesson Planning: Differentiated Instruction

11-mavzu. Designing a Course: Creating the conditions for good teaching to take place: Institutional factors, Teacher factors, Teaching factors, Learner factors

12-mavzu. Lesson Planning: Incorporating technology

13-mavzu. Designing a Course: Instructional Materials

14-mavzu. Lesson Planning: Promoting interaction in the classroom/ appropriate grouping

15-mavzu. Designing a Course: Approaches to Evaluation. Lesson Planning: Providing review, assessment & feedback

IV. Mustaqil ta'lim va mustaqil ishlar:

Mustaqil ta'lim uchun tavsiya etiladigan mavzular:

1-mavzu. Curriculum Planning: Students 'Teaching reading (3 soat)

2-mavzu. Curriculum Development in Language Teaching (3 soat)

3-mavzu. Functional curriculum Goals (3 soat)

4-mavzu. Learning theories in Language Teaching Curriculum (3 soat)

5-mavzu. Multicultural Teaching strategies: Curriculum design (3 soat)

6-mavzu. ESL student's curriculum and assessment (3 soat)

7-mavzu. Curriculum instruction and professional development (3 soat)

8-mavzu. Curriculum and assessment (3 soat)

9-mavzu. The elements of Language Curriculum (3 soat)

10-mavzu. General Education Curriculum for children with disabilities(3 soat)

11-mavzu. A curriculum for a gifted female students (3 soat)

12-mavzu. Formal curriculum (3 soat)

13-mavzu. Curriculum design (3 soat)

14-mavzu. Comparing and contrasting the curriculum approaches in |England

	and Scotland (3 soat) **15-mavzu.** Curriculum, teaching and reality (3 soat) **16-mavzu.** Benefits of differentiated curriculum in the gifted classroom(3 soat) **17-mavzu.** Curriculum analysis (3 soat) **18-mavzu.** Curriculum development for learning and teaching activities (3 soat) **19-mavzu.** Curriculum intervention and educators performance (3 soat) **20-mavzu.** Curriculum evolution (3 soat) **21-mavzu.** Curriculum and intervention for young children (3 soat) **22-mavzu.** Curriculum map in the learning process (3 soat) **23-mavzu.** Curriculum design critical evaluation (3 soat) **24-mavzu.** Inclusion curriculum for children with Autism (3 soat) **25-mavzu.** Multicultural Curriculum design in adult education (3 soat) **26-mavzu.** Supervision of Curriculum and instruction (3 soat) **27-mavzu.** American Curriculum and its historical development (3 soat) **28-mavzu.** Curriculum design and its components (3 soat) **29-mavzu.** Curriculum design: theoretical and practical values (3 soat) **30-mavzu.** Traditional Curriculum Models vs. Functional Curriculum models (3 soat)
3.	**V. Fan o‘qitilishining natijalari (shakllanadigan kompetensiyalar)** Fanni o‘zlashtirish natijasida talaba: a) turli sinfning turli ehtiyojlaridan kelib chiqqan holda ta'limni farqlash; b) o'quvchilar uchun o'qish, yozish, tinglash va gapirish uchun ko'plab imkoniyatlar yaratish; c) texnologiya va boshqa resurslarni dars rejalariga kiritish ; d) sinfda turli malaka darajalarini hisobga olish ; e) til maqsadlarini mazmun maqsadlaridan farqlash; f) dars davomida o'quvchilarning tushunishini tekshirishning turli usullarini ifodalash.
4.	**VI. Ta’lim texnologiyalari va metodlari:**

	• ma'ruzalar; • interfaol keys-stadilar; • o'quvchiga yo'naltirilgan darslar • TBL • PPP • CLT • CLL • Induktiv • Deduktiv
5.	**VII. Kreditni olish uchun talablar:** Fanga oid nazariy va uslubiy tushunchalarni to'liq o'zlashtirish, tahlil natijalarini to'g'ri aks ettira olish, o'rganilayotgan jarayonlar haqida mustaqil mushohada yuritish va joriy, oraliq nazorat shakllarida berilgan vazifa topshiriqlarni bajarish, yakuniy nazorat ishini topshirish
6.	**Asosiy adabiyotlar:** 1.Title: Curriculum Development in Language Learning Author: Jack C Richards Ed: 2001 ISBN: 978-0521804912 Publisher: Cambridge University Press (College level ESL) 2. Title: Designing Language Courses Author: Kathleen Graves Ed: 2000

ISBN: 0-8384-7909-X

Publisher: Heinle & Heinle

3. Title: Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy

Author: Elsa Roberts Auerbach

Publisher: ERIC and CAL

Status: Out-of-print. PDF file provided by the publisher free of charge with permission to re-print (PDF will be provided by the instructor)

ISBN: 0-93-7354791

Qo'shimcha adabiyotlar:

1. Briggs, L. (ed.). 1977. *Instructional design: Principles and applications.* Englewood

2. Cliffs, NJ: Educational Technology Publications.

3. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development.* Boston: Heinle & Heinle.

Axborot manbalari (saytlar):

1. Computers and Composition

2. Currents in Electronic Literacy

3. English Language Teaching

4. English Teaching Forum

5. Humanising Language Teaching

7.	Fan dasturi Samarqand davlat universitetitening Kattaqo'rg'on filiali kengashining 202_ yil __ _____dagi ___- son bayonnomasi bilan ma'qullangan.
8.	**Fan/modul uchun mas'ullar**: I.A.Murodova – Samarqand davlat universiteti Kattaqo'rg'on fililai, "Gumanitar fanlar" kafedrasi o'qituvchisi
9.	**Taqrizchilar:** M.I. Murodova – Samarqand davlat universiteti Kattaqo'rg'on fililai, "Gumanitar fanlar" kafedrasi ingliz tili o'qituvchisi