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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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CRITERIA OF SELECTION OF LANGUAGE MATERIAL AND LANGUAGE ACTIVITIES

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Abstract: The present article identifies important criteria that need to be considered in the selection of input materials used to teach the language of product/technology description. Common language patterns that embed written or spoken comments related to technology/product descriptions such as multi-word units (e.g. tablet-driven display, arsenic free display glass), sequences of adjectives, be they classifying, descriptive or qualifying (e.g. pristine, non-porous, easy-cleaning qualities), grammatical structures (e.g. passive voice to explain procedures, for/to structures to signal the envisioned action), positively evaluative lexis are highlighted as essential features of input materials adequate to develop learner genre awareness.

Keywords: selection, criteria, language materials, important components, evaluation.

Introduction

Language instruction has five important components - students, a teacher, materials, teaching methods, and evaluation. Why are materials important in language instruction? What do materials do in language instruction? Can we teach English without a textbook?

Allwright argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill, in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

Allwright emphasizes that materials control learning and teaching. O'Neill emphasizes that they help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to make supplementary materials, so they just follow the textbook.

Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook.

Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

Technology, such as slides, video and audio tape recorders, video cameras, and computers, supports instruction and learning.

Evaluations (e.g. tests) can be used to assign grades, check learning, give feedback to students, and improve instruction by giving feedback to the teacher.

Though students should be the center of instruction, in many cases, teachers and students rely on materials, and the materials become the center of instruction. Since many teachers are busy and do not have the time or inclination to prepare extra materials, textbooks and other commercially produced materials are very important in language instruction. Therefore, it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

Technical words acquisition is one of the most frequent difficulties language learners face every day and must overcome. Nowadays English language teachers use many effective strategies for learning vocabulary, which can help students understand and learn new words easily, make sense of new vocabulary by relating it to everyday life, and remember the meaning of words while studying new language material.

According to Dale Pennell 'understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn to read and to read to learn'.

The first step in methodological organization is to identify the criteria for selecting the vocabulary, especially the technical words. Teachers should be concerned about the criteria used when designing his\her syllabuses and materials.

However, before dealing with criteria for selecting vocabulary it is important to take into consideration the conditions of teaching. According to Rosa M. Lopez Campillo 'every teaching situation is different and so essential items in one context may be quite useless in another'.

The most crucial criteria, which may be used to select vocabulary, are as follows:

1. Frequency (the number of occurrences of a word in the target language).

Teacher should select words that students will use frequently in their everyday speech. Sinclair and Renouf say that the most frequent words are not necessarily the most useful ones for learners and that the most frequent words must be supplemented by intuition. 'The additional list will probably include among other things, words relating to domestic reality, such as days of week and kinship terms, and other common lexical sets; also further words to refer to physical sensations and personal emotions, and to use in making evaluations'.

2. Range (the extent to which a word occurs in the different types of texts).

Generally, frequent vocabulary, which occurs across a wide variety of texts, must be selected.

3. Learnability (the extent to which a word can be learned without difficulty). As McCarthy states that 'the difficulty, or lack of difficulty a word presents may override its frequency and/or range, and decisions to bring forward or postpone the teaching of an item may be based on learnability'. Here we may include words, which are difficult to spell, words which can be close in meaning and difficult to separate.

4. Language needs and interests (the extent to which a word is regarded as "required" by the learner in order to communicate). Students must be motivated by suggesting new vocabulary, which would be interesting for them. Teacher has to combine both individual and group interests to make students become interested in learning new vocabulary.

5. Availability (the fact that a word can be used). Following Michael Wallace 'words may be learnt or taught because they are seen to be of special relevance to particular situations in which the learner finds himself'. Students must be given vocabulary without which they will not be able to understand their teacher requests, comments and explanations. On the other hand, these explanations must be shortened as much as possible to make students think of the meaning of teacher's comments rather than its form.

Little John and Windeatt argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. That is, choices made in writing textbooks are based on beliefs that the writers have about what language is and how it should be taught. Writers may use a certain approach, for example, the aural-oral approach, and they choose certain activities and select the linguistic and cultural information to be included.

Clarke argues that communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and a focus on the learner. However, he argues that what constitutes these characteristics is not clearly defined, and that there are many aspects to each. He questions the extent to which these are these reflected in textbooks that are intended to be communicative.

In a study of English textbooks published in Japan, the textbooks were reviewed by Kitao et al. and problems were found with both the language and content of many of the textbooks.

Language

English textbooks should have correct, natural, recent, and standard English. Since students' vocabulary is limited, the vocabulary in textbooks should be controlled or the textbooks should provide information to help students understand vocabulary that they may not be familiar with. For lower-level students, grammar should also be controlled.

Many textbooks use narratives and essays. It would be useful to have a variety of literary forms (for example, newspaper articles, poetry, or letters), so that students can learn to deal with different forms.

Information on culture

The cultural information included in English textbooks should be correct and recent. It should not be biased and should reflect background cultures of English. It should include visual aids etc., to help students understand cultural information.

Learners' Viewpoint

Content. English textbooks should be useful, meaningful and interesting for students. While no single subject will be of interest to all students, materials should be chosen based, in part, on what students, in general, are likely to find interesting and motivating.

Difficulty. As a rule, materials should be slightly higher in their level of difficulty than the students' current level of English proficiency. (Exceptions are usually made for extensive reading and extensive listening materials, which should be easy enough for students to process without much difficulty.) Materials at a slightly higher level of difficulty than the students' current level of English proficiency allow them to learn new grammatical structures and vocabulary.

Instructional issues. English textbooks should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity.

Textbooks should have support for learning. This can take the form of vocabulary lists, exercises that cover or expand on the content, visual aids, etc. Traditionally, language-teaching materials in Japan are made up mostly of text, with few, if any, visual aids. However, with the development of technology, photos, visual materials and audio materials have become very important components of language teaching materials, and they are becoming easier to obtain. Teachers need to learn how to find them, and how to exploit these characteristics.

Materials are getting more complicated and instructional philosophy, approach, methods, and techniques are getting more important. Teachers need to be able to evaluate materials involving photos, videos, and computers now.

Michael West found that frequency and range alone were not sufficient criteria for deciding what goes into a word list designed for teaching purposes. He made use of:

- a) ease or difficulty of learning (it is easier to learn another related meaning for a known word than to learn another word);
- b) necessity (words that express ideas that cannot be expressed through other words);
- c) cover (it is not efficient to be able to express the same idea in different ways. It is more efficient to learn a word that covers a quite different idea);
- d) stylistic level and emotional words (M. West saw second language learners as initially needing neutral vocabulary).

Vocabulary-focused strategies

Research on vocabulary instruction reveals that vocabulary can be learned indirectly,

although some vocabulary must be taught directly. Indirect vocabulary learning refers to the vocabulary that is learned through the process of hearing and seeing words, through conversations with older siblings or adults, through being read to, and through experiencing reading on your own. Direct vocabulary learning occurs through explicit and meaningful instruction that goes from decoding individual words to understanding the meaning of the word and to be able to make sense of the word to use it in normal conversation and in writing paragraphs and essays.

Indirect Vocabulary Learning

Indirect vocabulary learning refers to the indirect way children learn the meanings of most of the words through everyday experiences with oral and written language. The following are some of the ways children can learn indirectly:

1) Engaging students in daily conversations. When children are engaged in conversations with others, especially with adults, they hear the repetition of the words and how these words are used in regular conversation. The more oral language experience children have the more words and meaning of these words they will learn.

2) Reading aloud daily to students. Reading aloud should be a daily practice. Providing opportunities to study particular unknown or unfamiliar words and engaging the eight children in conversations related to the book provides them opportunities to relate to prior knowledge and experience or to build background when there is no prior knowledge.

3) Providing time and opportunities for students to read on their own. When teachers and parents can engage children to on the exploration and selection of preferred readings or readings that will bring answers to important questions, students learn to value reading and the more they read, the more word meanings they will learn.

Direct Vocabulary Learning

Direct instruction is also important because it helps students learn difficult words that can guide them to a better comprehension of the reading. Usually these words can be related to a specific subject and are not part of the student's daily instructional vocabulary experiences. The following are some guidelines that can help with direct vocabulary instruction:

1) Teaching specific vocabulary words before the reading. This practice can help students learn new words and comprehend the text.

2) Using the vocabulary taught in different contexts. The more students use the words in different contexts during various periods of time, the more they are likely to learn the words.

3) Repeating vocabulary exposure. The more children see, hear, read, or write specific words, the better they learn these words. Repeated exposure to words in different texts promotes active engagement and increases comprehension.

Vocabulary learning can be generally defined as the process by which vocabulary information is 'obtained, stored, retrieved, and used'. Therefore, vocabulary learning strategies could be any which affect this rather broadly-defined process.

Nation's definition of a strategy contains four criteria: that it is one of several options

a learner may select, that it involves multiple steps, that it can be improved by training and that it will be of benefit when learning or using vocabulary.

Vocabulary learning strategies can be divided into 'Discovery Strategies' - 'the initial discovery of a word's meaning' and 'Consolidation Strategies' - remembering that word once it has been introduced'

When encountering a word for the first time, learners must use their knowledge of the language, contextual clues, or reference materials to figure out the new meaning (Determination Strategies), or ask someone else who knows (Social Strategies). These strategies for gaining initial information about a new word are labeled Discovery Strategies. Of course, there are various other kinds of knowledge about words besides meaning, such as word class, spelling, collocations, and register, but determining the meaning appropriate to the situation must normally be the most fundamental task on initial introduction.

Once learners have been introduced to a new word, it is worthwhile to make some effort to remember it using Consolidation Strategies, which can come from the Social, Memory, Cognitive, or Metacognitive Strategy groups.

According to Schmitt, determination strategies facilitate gaining knowledge of a new word from the following options: 1) guessing from the learners' structural knowledge of the language; 2) guessing from context; 3) using reference materials; or 4) asking someone else.

In terms of finding out what a new word means, asking someone who knows is a determination strategy. However, it is also one of the social strategies, which involves seeking help from teachers, doing cooperative group learning work, or interacting with other proficient speakers (including native speakers) outside the classroom.

Most memory strategies (traditionally known as mnemonics) involve 'relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping'.

Cognitive strategies are similar to memory strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary. Written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world.

Metacognitive strategies are used by students to control and evaluate their own learning, by having an overview of the learning process in general. Strategies such as the following usually belong to metacognitive strategies: To efficiently acquire an L2, it is important to maximize exposure to it. The strategy of interacting with native speakers whenever possible also increases input, and could be considered a metacognitive strategy if it is used as a controlling principle of language learning. Testing oneself gives input into the effectiveness of one's choice of learning strategies. The strategy of passing over unknown words is particularly important when the goal is improved reading speed rather than vocabulary growth, with the side benefit of increased exposure to words which are already partially known but which need to be recycled.

A well planned, ongoing professional development program, grounded in a theoretical model, linked to curricular objectives, incorporating formative evaluation activities, and sustained by sufficient financial and staff support is essential if teachers are to use technical words effectively to improve student learning.

Key to successful teacher professional development programs is a modular structure, corresponding to different levels of teacher experience and expertise using technical words. Adapting materials to teachers' comfort level and starting points is essential. In this way, teachers new to technical words can be exposed to the full series of professional development modules, while those further along on the learning curve can enter where their knowledge and skills stop. The basic principles of adult learning also should be incorporated into the training program.

This implies that the program should be highly social and cooperative, with opportunities to share experiences and combine instruction with discussion, reflection, application, and evaluation. In addition to these principles, technical words enable an even more collaborative approach and maximizes peer-to-peer sharing of the challenges, frustrations, advantages, and successes of using technical words to teach and learn. Such an approach encourages use of illuminating failures in the use of technical words in the classroom as well as examples of best practice. Finally, these principles imply the need to build ongoing community and systems of support from peers, mentors, and experts.

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