

INTERNATIONAL JOURNAL OF
WORLD LANGUAGES

ДОБРЕДОЉОВТЕ WÈLLKOMM स्वागत छ
VÄLKOMMEN FÀILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ
Laipni lūdzam كَبَّالْهُأ WILLKOMMEN
BEM VINDA ڪَبَّالْهُأ Срдэчна запрашаем 환영
ÜDVÖZÖLJÜK 歡迎 ようこそ
WELCOME DOBRODOŠLI स्वागत हे
BIENVENUE HOŞGELDİNİZ FÀILTE SELAMAT DATANG
BENVENUTO VELKOMINN Tuhiŋga o mua wilujeung sumping
SALUTATIO வரவறேல் BI XÊR HATÍ
BINE ATI VENIT ಸೆವಾಗತೆ

International Journal of World Languages

Volume 1, No. 2, June 2021

Internet address: <http://ejournals.id/index.php/IJWL/issue/archive>

E-mail: info@ejournals.id

Published by ejournals PVT LTD

Issued Bimonthly

Requirements for the authors.

The manuscript authors must provide reliable results of the work done, as well as an objective judgment on the significance of the study. The data underlying the work should be presented accurately, without errors. The work should contain enough details and bibliographic references for possible reproduction. False or knowingly erroneous statements are perceived as unethical behavior and unacceptable.

Authors should make sure that the original work is submitted and, if other authors' works or claims are used, provide appropriate bibliographic references or citations. Plagiarism can exist in many forms - from representing someone else's work as copyright to copying or paraphrasing significant parts of another's work without attribution, as well as claiming one's rights to the results of another's research. Plagiarism in all forms constitutes unethical acts and is unacceptable. Responsibility for plagiarism is entirely on the shoulders of the authors.

Significant errors in published works. If the author detects significant errors or inaccuracies in the publication, the author must inform the editor of the journal or the publisher about this and interact with them in order to remove the publication as soon as possible or correct errors. If the editor or publisher has received information from a third party that the publication contains significant errors, the author must withdraw the work or correct the errors as soon as possible.

OPEN ACCESS

Copyright © 2021 by Thematics Journals of Applied Sciences

EDITORIAL BOARD

Ambreen Safdar Kharbe,
Najran University,, Saudi Arabia

Erdem Akbaş,
Erciyes University, Turkey

Oksana Chaika,
National University of Life and Environmental
Sciences of Ukraine, Ukraine

Fatma Kalpakli,
Selçuk University, Turkey

Zekai Gül,
University of Minnesota, Islamic College of
Languages and Translation

Birsen Tütüniş,
Kültür University, Turkey

Nurdan Kavakli,
Izmir Democracy University, Turkey

Anette Ipsen,
University College Copenhagen, Denmark

Lotte Lindberg,
University College Copenhagen, Denmark

Miriam Eisenstein,
New York University, United States

Boudjemaa Dendenne,
University of Constantine I, Algeria

Ismail Hakki Mirici,
Hacettepe University, Turkey

Lily Orland Barak,
University of Haifa, Israel

Maggie Sokolik,
University of California, Berkeley, United States

Manana Rusieshvili-Cartledge,
Tbilisi State University, Georgia

Maryam Zeinali,
Urmia University, Iran Islamic Republic

Mehmet Demirezen,
Ufuk University, Turkey

Sejdi M. Gashi,
Institute of Albanology-Pristina(Kosovo), Albania

Priti Chopra,
The University of Greenwich, Greece

Rome Aboh,
University of Uyo, Nigeria

Salam Yusuf Nuhu Inuwa,
Kano State College of Arts and Sciences, Nigeria

Zelege Arficho Ayele,
Hawassa University, Ethiopia

Mustafo Zhabborovich Bozorov
Samarkand State Institute of Foreign Languages

Martaba Numonovna Melikova
Samarkand State Institute of Foreign Languages

Mastura Mizrobovna Oblokulova
Samarkand State Institute of Foreign Languages

Erkinov Sukhrob Erkinovich
Samarkand State Institute of Foreign Languages

Eko Susanto
Menegment of journal Indonesia

Shirinova Inobat Anvarovna
Guliston State University

Akramjon Abdikhakimovich Shermatov
Samarkand State Institute of Foreign Languages

Akhmedova Shoira Nematovna
Professor of the Department of Uzbek Literature,
Bukhara State University

INSTRUCTIONAL MATERIALS: SELECTION, INSPECTION AND RECONSIDERATION

Rustamov Farkhad Nurmatovich

Associate professor of Belarus-Uzbekistan Joint Intersectoral
Institute of Applied Technical Qualifications

Abstract: In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

Key words: instructional materials, curriculum, instructional program, textbooks, supplementary materials.

Definition. The term "instructional materials" shall include printed materials and multi-media materials, and shall include materials used in the classroom and available in the libraries.

Selection and Inspection. Persons Involved. The selection of instructional materials shall be delegated to the licensed instructional staff, under the supervision of the administrative staff. Parents, students, other staff and community members may be asked to serve on selection committees. Responsibility for coordinating the selection of text materials will rest with the curriculum committee. The Board retains the right to approve all textbooks after receiving a recommendation from the Superintendent. Material purchased for school libraries shall be recommended for purchase by the licensed professional personnel of the library in consultation with administrative staff and instructional staff. All material recommended shall be approved by the building administrator.

Criteria. In selecting instructional materials, the following criteria should be considered:

a. Instructional materials should support the educational philosophy, goals and objectives of the District and the objectives of the curricular offering in which the materials will be used.

b. Instructional materials should be appropriate for the age, emotional and social development, and ability level of the students for whom the materials are selected.

c. Instructional materials should be diverse with respect to levels of difficulty, reader appeal, and should present a variety of points of view.

d. Instructional materials should meet high standards of quality in factual content and presentation.

e. Instructional materials should have aesthetic, cultural, literary, or social value. The value and impact of any literary work will be judged as a whole, taking into account the author's intent rather than individual words, phrases or incidents.

f. Instructional materials should foster respect for men, women, the disabled, and minority groups and should portray a variety of roles and life styles open to people in today's world. Instructional materials should foster respect for cultural diversity.

g. Instructional materials should be designed to motivate students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic society.

h. Instructional materials should encourage students to utilize higher order thinking skills and to become informed decision-makers, to exercise freedom of thought and to make independent judgments through examination and evaluation of relevant information, evidence and differing viewpoints.

i. Instructional materials should be selected taking into account instructional materials already available in the District in order to meet the above criteria and in order to replace materials worn, obsolete or no longer appropriate. Licensed professional staff shall provide for constant and continuing renewal of the collection not only by the addition of up-to-date material, but by the judicious elimination of materials which no longer meet needs or find use.

j. Other criteria as developed by the licensed staff under the supervision of the administrative staff.

Inspection. Persons may request to view instructional materials used in the District by filing a request with the building principal. All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with instruction on human growth and development or which will be used in connection with any survey, analysis, or evaluation as part of any federally-funded program must be available for inspection by parents. The instructional materials will be viewed on District premises unless other arrangements are made with the approval of the Superintendent.

Reconsideration of Instructional Material.

Persons. Any student, parent or guardian, licensed staff member, or resident may raise an objection to or ask for reconsideration of instructional materials or the manner in which they are being used by using the following procedures.

Procedures. a. The person shall first meet with the licensed staff member who is using the instructional material in an attempt to resolve the matter informally. The licensed staff member shall notify the building principal that a request for reconsideration has been made. The licensed staff member may attempt to resolve the matter by offering alternative instructional materials to a student if the student or student's parent or guardian files the request.

b. In the event the matter is not satisfactorily resolved, the person requesting reconsideration must submit to the building principal a formal written request for reconsideration on a form provided by the building principal.

c. The building principal shall appoint a temporary review committee to review the request for reconsideration. The review committee shall be comprised of an administrator (not from the building) as chairperson, a teacher-librarian (if the objection or request is made to instructional material available in the library, the teacher-librarian shall be from a different building), two teachers, including one member, if possible, from the department where the materials are being used (but shall not include the teacher who held the informal meeting), two residents of the District, and two secondary students.

d. Within thirty (30) days of the filing of the written request for reconsideration, the review committee shall meet in open session with the person requesting reconsideration and the licensed staff member who held the informal meeting and any other person the review committee shall request to attend. Prior to said meeting, the review committee shall review the instructional material.

e. Following the meeting with the person requesting reconsideration and the licensed staff member, the review committee shall deliberate and shall prepare a recommendation to the building principal. The recommendation shall be in writing and shall be delivered (by personal delivery or by mail) within fifteen (15) days of the deliberation to the building principal, the person requesting reconsideration, and to the licensed staff

member.

f. The review committee may recommend that:

1. the instructional material be retained and used as planned; or
2. all or part of the instructional material be withdrawn; or
3. all or part of the instructional material be limited in its use; or
4. a different method of presentation of the instructional material be utilized.

g. The building principal, within ten days of receipt of the recommendation, shall issue a written decision on the request for reconsideration and shall deliver (by personal delivery or by mail) a copy of the decision to the person requesting reconsideration, to the licensed staff member who held the informal meeting.

Withdrawal. Instructional materials shall not be removed or withdrawn from use during the pendency of the review process except upon three-fourths vote of the entire membership of the review committee and approval of the building principal, who shall state compelling reasons in writing for such action. The review committee may recommend that a particular student or group of students be provided alternative instructional materials during the pendency of the review upon a majority vote of the entire membership of the review committee.

Criterion. The sole criterion for decisions shall be the appropriateness of the material for its intended educational use.

Elimination and Replacement of Instructional Materials. The District shall provide for the regular "culling" and elimination of instructional materials (both classroom and library materials). The teacher-librarian may remove library materials which are no longer important for meeting District goals and curriculum objectives. The advice of instructional personnel, students and community members may be sought. No materials shall be withdrawn or discarded merely because they contain controversial opinions. Infrequently used materials should be retained if they contribute to the excellence of the collection as a whole. Classroom instructional materials may be removed from inventory when they are no longer important to the instructional program, following general selection and replacement guidelines.

References:

1. Акрамов М.Р. (2016). Психологические особенности развития экологического сознания. *Фундаментальные и прикладные исследования в современном мире*, (16-3), 32-34.

2. Акрамов М.Р. (2014). Психологические свойства формирования экологического сознания студентов. *Наука и Мир*, (1), 365-367.

3. Акрамов М.Р. Шах ички зиддиятларининг табиатга бўлган муносабатидаги ифодаси // *Современное образование (Узбекистан)*. - 2015. - №. 10.

4. A.A. Abdullayev. System of information and communication technologies in the education. *Science and world International scientific journal* 2 (№ 5), 19-21

5. Акрамов, М.Р. (2013). Психологические аспекты формирования экологического сознания личности. *SCIENCE AND WORLD*, 80.

6. Акрамов, М.Р. (2020). ТАЛАБАЛАРДА МАТНЛАРНИ ИДРОК ЭТИШДА ПСИХОЛИНГВИСТИКАНИНГ ЎРНИ. *Сўз санъати халқаро журналы*, 3(3).

7. Semlyn Eva, *An English Teaching Methodology*, Editura Didactica si Pedagogica Bucuresti, 1967

8. Braescu, I. *Modernizarea metodelor de studiere a limbilor straine*, Bucuresti, Editura Didactica si Pedagogica, 1966

9. Asher, James, *Brainswitching, A skill for the 21st Century*, Los Gatos, Sky Oaks Productions, INC., 1988 Georgi Lozanov and Evalina Gateva *The Foreign Language*

- Teacher's Suggestopedic Manual, Gordon and Breach Science Publishers, New York, 1988
10. Levitchi. Leon, Manual de Limba Engleza pentru clasa a IX-a, Bucuresti, Editura Didactica si Pedagogica, 1965
 11. Назаров А. Психологические особенности руководителей, влияющие на принятие управленческих решений // Молодой ученый. - 2019. - №. 44. - С. 298-300.
 12. Nazarov A.S. Psychological analysis of levels of administration of management decisions // Вопросы экономики и управления. - 2020. - №. 3. - С. 1-5.
 13. Умаров Б.М., Назаров А.С. Низоли вазиятларда бошқарув қарорларини қабул қилишнинг ташкилий ва ижтимоий-психологик механизмлари // Молодой ученый. - 2020. - №. 7. - С. 352-353.
 14. Nazarov, A. S. (2020). Қарор қабул қилиш бошқарув фаолиятининг психологик мезони сифатида. Молодой ученый, (11), 280-282.
 15. Назаров, А. С. (2020). Adoption of management decisions as the main function of the modern manager. In Проблемы современной экономики (pp. 7-12).
 16. Назаров А.С., Худайбергенова З. Socio-psychological features of management decision-making // Молодой ученый. - 2020. - №. 50. - С. 430-432.
 17. Назаров А.С. Psychological aspects of managerial decision making // Молодой ученый. - 2020. - №. 44. - С. 45-48.
 18. Назаров А. С. Принятие управленческих решений как основная функция современного менеджера // Вопросы экономики и управления. - 2020. - №. 2. - С. 1-5.
 19. Nazarov A. S. Psychological foundations of managerial decision-making // Молодой ученый. - 2021. - №. 3. - С. 46-48.
 20. Назаров А.С. THE PSYCHOLOGY OF DECISION-MAKING STRATEGIES // Актуальные научные исследования в современном мире. - 2021. - №. 1-7. - С. 79-82.
 21. Назаров А.С. и др. ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗРАБОТКИ И РЕАЛИЗАЦИИ УПРАВЛЕНЧЕСКИХ РЕШЕНИЙ // Актуальные научные исследования в современном мире. - 2021. - №. 2-9. - С. 31-35.
 22. Cook, John Lennox, Gethin Amorey, Mitchell Keith, A New Proficiency in English, Blackwell, Oxford, 1967 Daniel Jones, An Outline of English Phonetics, Ninth Edition. Heffer & Sons Ltd. Cambridge, 1960,
 23. Palmer, H.E. The Principles of Language-Study, London, Oxford University Press, 1965
 24. Lado Robert. Language Teaching: A scientific Approach, Mc. Graw-Hill, Inc. New York, 1964.
 25. Yusupov O.N. Subtleties of literary translation. ?lk??retim Online (IOO) - Elementary Education Online 4 (4), 2021.
 26. Yusupov O.N. Teaching language using communicative and cognitive methods. Science, technology and higher education. Materials of the II international research and practice conference. Volume 2, 2013. P 705-708.
 27. Юсупов О.Н. Коммуникативно - когнитивный подход обучению иностранному языку. Педагогика и современность 6 (6), 2013. с 46 - 49
 28. Юсупов О.Н. Трансформационный метод при переводе художественного текста (на материале английского и узбекского переводов). Вестник НУУ 4 (4), 2013. С 253-256.
 29. Юсупов О.Н. Новые переводы узбекской литературы в английском языке. Ўзбек тили ва адабиёти 4 (4), 2013. С. 71-74.
 30. Юсупов О.Н. Ўзбек поэзия намуналари таржимасининг инглиз тилидаги

интерпретацияси. Бухоро давлат университети илмий ахборотномаси, №1, 2015. Б. 56-60.

31. Yusupov O.N. Cognitive semantics in context. *Wschodnioeuropejskie Czasopismo Naukowe* 7 (2), 84-87.

32. Юсупов О.Н. Ўзбек адабиётининг инглиз тилидаги таржималарининг лингвокогнитив тадқиқи. *Сўз санъати халқаро журналы*. 3 сон, 3 жилд. Б.102-105.

33. Юсупов О.Н. O'zbek poeziya namunalari tarjimasining ingliz tilidagi interpretatsiyasi. *Тошкент давлат педагогика университети илмий ахборатлари*. 3 жилд, 19 сон, - ТДПУ, 2019. Б.146-150.

34. Юсупов О.Н. Анализ проблемы стиля в художественном переводе. *The Way of Science*, 94. 2014.

35. Юсупов О.Н. Бадиий матннинг лингвокогнитив хусусиятлари. *Тошкент давлат педагогика университети илмий ахборатлари*, 1 (10), 35 - 37. 2017.

36. Юсупов О.Н. Специфика художественного перевода. *Наука и Мир* 2 (3), 170 - 172. 2014.

37. Юсупов О.Н. *Pride of Uzbek nation*. *The Way of Science* 9 (31), 80-81

38. Юсупов О.Н. Чет тили дарсларида таржима муқобиллигини яратиш асосида тилни ривожлантириш. *Тил ва адабиёт таълими* 2 (2), 96-99

39. Юсупов О.Н. *Стилистика*. I том, Ташкент, ТДПУ, 2017. 320 стр.

40. Юсупов О.Н. *Лексикология*. I том, Ташкент, ТДПУ, 2017. 344 стр.

41. O.Yusupov, I.Mirzaeva, A.Mukhamedaminov, D.Shigabutdinova, S.Nazarov, U.Muradov, T.Toshpulatov, Sh.Fayziev, Sh.Fayziev. *Phraseological Units with Colour Designation Component as a Means of Reflecting the Self-Consciousness of the English People*. *LINGUISTICA ANTVERPIENSIA*, 2021. P. 719-731

42. Yusupov O.N. *Subtleties Of Literary Translation*. *Online (IOO) - Elementary Education Online* 4 (4), 1987-1991