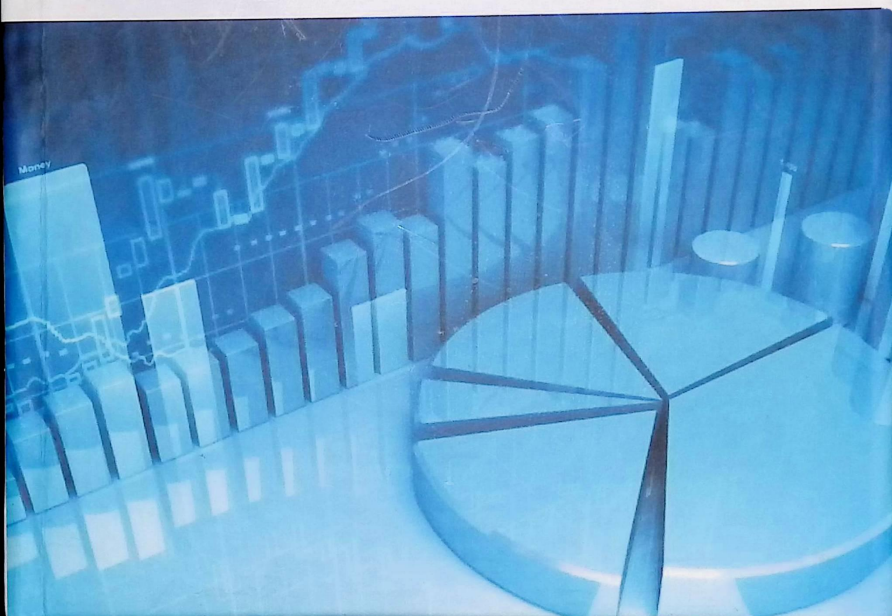


COMPARATIVE METHODOLOGY IN TABLES



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THE MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN

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COMPARATIVE METHODOLOGY IN TABLES

COURSEBOOK

For magistracy course students of the foreign language faculties

O'ZMU
XORIJY FILOLOGIYA
FAKULTETI
ARM

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The course book "Comparative methodology in tables" is intended to develop professional competence of the magistracy course students of the English department. It consists of three parts: 1) Tables which include the main points of the themes being learned, 2) Additional texts for independent learning, 3) Tests for checking the knowledge gained on the problems of comparative methodology.

Mazkur darslik ingliz tili fakulteti magistratura bosqichi talabalarining "Qiyosiy metodika" fani yuzasidan kasbiy kompetensiyasini o'stirishga mo'ljallangan. U uch qismdan iborat: 1) Qiyosiy metodikaga oid mavzularni o'z ichiga olgan jadvallar, 2) Mustaqil o'qish uchun matnlar, 3) Nazorat testlari.

Учебник предназначен для развития профессиональной компетенции магистрантов по предмету «Сопоставительная методика». Он состоит из трех частей: 1) Таблицы включающие основные содержание изучаемой темы, 2) Тексты для самостоятельного чтение, 3) Контрольные тесты.

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This coursebook "Comparative methodology in tables" is addressed to Magistracy course students who are learning the subject "Comparative methodology". It is a new type of coursebook which focuses the attention of the students on the key points of the problems included into programme. The purpose of it is to activate students in deepening their knowledge in the context of special literature while working in the Resource Centre. The texts given in the second part of the book are aimed to improve the independent work skills.

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It is recommended as a textbook by the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan.

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INTRODUCTION

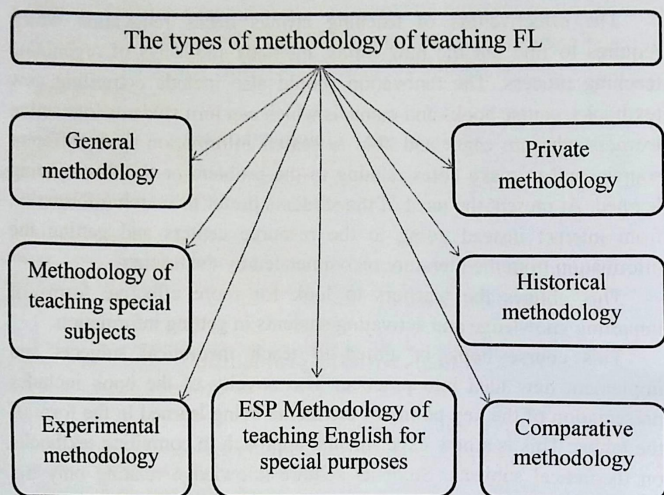
The effectiveness of teaching always needs renovation which requires to find out the new forms, methods and ways of organizing teaching process. The renovation should also include compiling new textbooks, course books and manuals which can turn students into active learners who are eager and able to search information from different sources and to make notes relating to the problem or the theme being learned. At present the most of the students prefer to search information from internet instead going to the resource centers and getting the information from the literature recommended by the teacher.

This obliges the teachers to look for more effective forms of imparting knowledge and activating students in getting information.

This course book is aimed to teach theoretical subjects and implement new idea into practice. The novelty of the book includes presentation of the key points of the theme being learned in the form of the tables. This is a new experimental approach in compiling textbooks on theoretical subjects. Students acquire knowledge relating only the main key points of the theme being presented. This approach makes the students work independently and get more information by reading the recommended literature on the theme. This will improve independent working and critical thinking skills of the students.

At the end of each theme there given tasks according to which the students will have to go to the resource center and search information relating to the given task from different sources. Such individual activity positively influences on the learners, deepen their theoretical knowledge and also prevents the lazyness of the students because some students prefer to get information from internet and don't want to go to the resource center and work there.

METHODOLOGY OF TEACHING FOREIGN LANGUAGES



At present much attention is being paid to teaching foreign languages. The continuous education programme adopted in Uzbekistan includes teaching foreign languages at different types of education and has its characteristic features that should be taken into consideration in organizing this or other foreign language. In this case comparative learning foreign languages in all stages of continuous education has become essential. We can say that training qualified teachers of foreign languages who are able to work at different types of educational institutions is the need of the present time.

This course includes all actual problems relating to train teachers of foreign languages serves to deepen the knowledge in the field of methodology of teaching foreign languages at different educational institutions.

The aim of the subject is to acquire theoretical and practical skills of effective organizing teaching foreign languages at different stages of teaching: a foreign language at the primary, secondary schools and academic lyceums, college, institutes and universities.

General methodology studies:

- general laws,
- regulations,
- backgrounds of teaching FL.

It deals with the problems of

- selection of teaching material,
- general ways of organization and intensification of FLT.

Private methodology

This type of methodology studies:

- the laws and principles;
- characteristic features;
- the ways of organizing teaching a FL on the basis of a native language.

Teaching English in Uzbek national classes is an example for private methodology.

Special methodology

It deals with the problems of teaching concrete aspects including the theoretical and practical problems. For example:

1. Technology of teaching grammar;
2. Methodology of using technical tools and etc.

Historical methodology

It studies the problems relating to the historical development of methods of teaching FL.

Experimental methodology

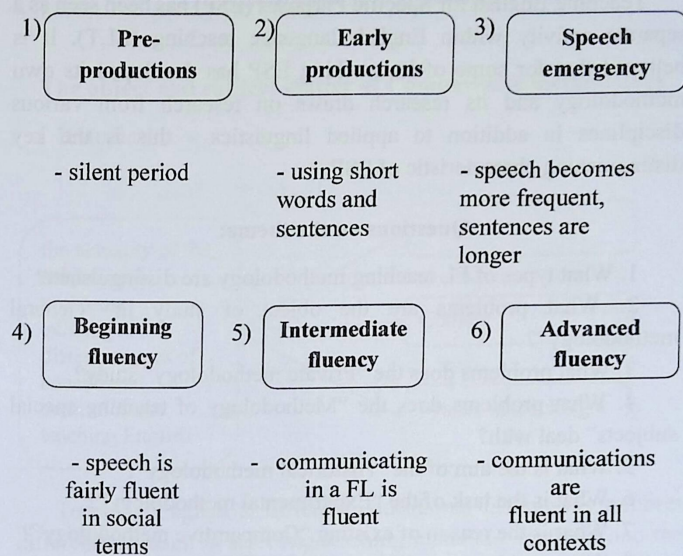
It deals with the problems of theory and practice of organizing experiment in teaching foreign languages.

Comparative methodology

This type of methodology studies the following problems:

- teaching English in different types of educational establishments;
- teaching English taking into account different approaches and methods in comparison;
- characteristic features of teaching a FL in different regions and multi-level groups;
- distinguishing cognitive abilities of the learners.

**Cognitive abilities of the learners
according to the stages**



ESP

Methodology of teaching English for special purposes

This type of methodology includes teaching English for different purposes:

- for entering a higher education;
- for going abroad as a tourist;
- for reading literature in English;
- for going abroad to work;

- for doing business with foreign partners and many other purposes.

Teaching English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics - this is the key distinguishing characteristic of ESP.

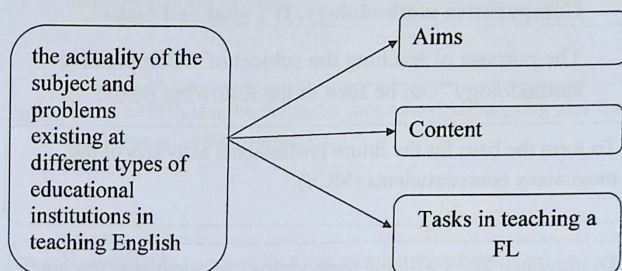
Questions on the theme:

1. What types of FL teaching methodology are distinguished?
2. What problems are the object of study in "General methodology"?
3. What problems does the "Private methodology" study?
4. What problems does the "Methodology of teaching special subjects" deal with?
5. What is the aim of the "Historical methodology"?
6. What is the task of the "Experimental methodology"?
7. What is the reason of existing "Comparative methodology"?
8. What problems are discussed in the "Methodology of teaching English for special purposes"?

COMPARATIVE METHODOLOGY OF TEACHING FOREIGN LANGUAGE AN INDEPENDENT THEORETICAL SUBJECT

The object and subject matter of Comparative methodology

It studies:



Teaching English at different educational institutions requires different approach in selecting teaching materials, methods and the ways of organizing teaching process.

Questions on the theme:

1. What types of FL teaching methodologies are distinguished except "Comparative methodology"?
2. What is the actuality of "Comparative methodology"?
3. What educational aims are distinguished?
4. What is the purpose of "Comparative methodology"?
5. What type of learners is "Comparative methodology" aimed for?

6. What are the main tasks of the subject “Comparative methodology”?

7. What subjects does the course “Comparative methodology” integrate with?

8. What should Master’s degree students know in teaching “Comparative methodology”?

9. What skills should the learners be able to improve?

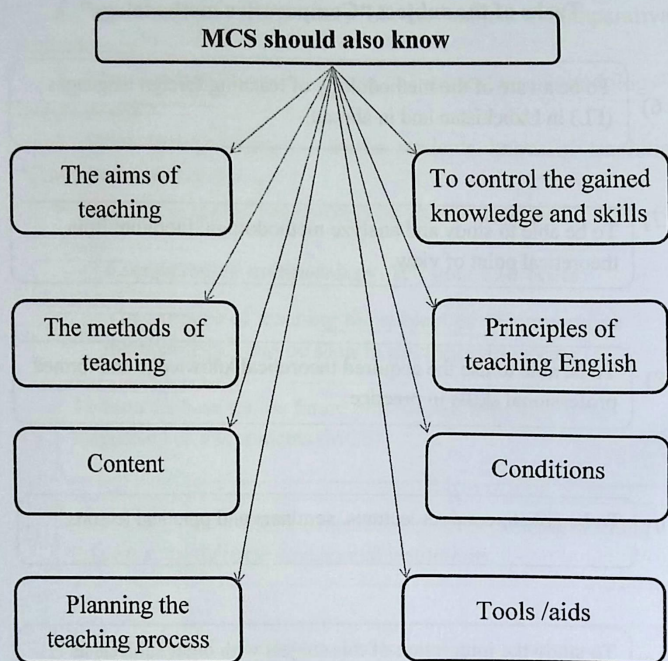
Comparative methodology. It’s goal and tasks

The purpose of teaching the subject of “Comparative methodology” can be seen in the following items:

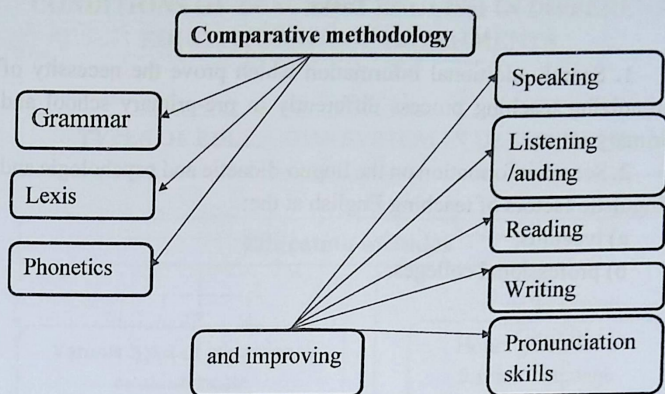
- 1) To form the base for the future professional activities of the magistracy course students (MCS).
- 2) To introduce MCS with the methodology of organizing teaching English at the different educational institutions.
- 3) To form the skills of using modern technologies in teaching English.
- 4) To teach MCS to the ways of organizing theoretical and practical lessons on the subject of “Comparative methodology”
- 5) To form professional skills of teaching English at different teaching institutions including higher education (special philological and non-philological faculties) and professional colleges.

Tasks of the subject “Comparative methodology”

- 6) To be aware of the methodology of teaching foreign languages (FL) in Uzbekistan and in abroad.
- 7) To be able to study and analyze methodologic literature from theoretical point of view.
- 8) To be able to use the acquired theoretical knowledge and formed professional skills in practice.
- 9) To be able to conduct lectures, seminars and practical lessons.
- 10) To study the integration of this subject with other subjects as general and private methodology, pedagogies, didactics, linguistics, modern informational and pedagogic technologies.
- 11) To improve scientific research skills of the MCS relating to methodology of teaching a FL and philology.



In organizing teaching English at different educational institutions the course “Comparative methodology” influences positively on improving professional skills of teaching.



It should be stressed that teaching the aspects of the language and forming corresponding skills relating to the types of speech need different approach, methods, forms and ways of organizing teaching process.

Questions on the theme:

1. What types of educational institutions are differentiated in Uzbekistan?
2. What grades does primary school include?
3. What grades does secondary school include?
4. What is the aim of modern education system?
5. What is the purpose of teaching a FL at the pre-primary school?
6. What are the peculiarities of teaching a FL at the academic lyceum?
7. What are the peculiarities of teaching a FL at the high school?

Tasks

1. Search additional information which prove the necessity of organizing teaching process differently in pre-primary school and primary school.

2. Search information on the linguo-didactic and psychologic and linguistic factors of teaching English at the:

- a) lyceums;
- b) professional colleges.

CONDITIONS OF TEACHING ENGLISH IN DIFFERENT EDUCATIONAL ESTABLISHMENTS

