The role of curriculum model in teaching English

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ABSTRACT

This article is about using curriculum model in teaching English. It analyzes the role of curriculum model in Education.

Ingliz tilini oʻqitishda oʻquv dasturi modelining oʻrni

ANNOTATSIYA

Ushbu maqolada ingliz tilini oʻqitishda oʻquv dasturlari modelidan foydalanish haqida soʻz boradi. Unda oʻquv dasturi modelining taʼlimdagi oʻrni keng tahlil qilinadi.

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Роль модели учебной программы в обучении английскому языку

АННОТАЦИЯ

Ключевые слова:
модель учебной программы, ролевые игры, тематическое исследование, ESP, процедура, процесс, учащиеся.

Эта статья посвящена использованию модели учебной программы в обучении английскому языку. В нем анализируется роль модели учебной программы в образовании.

The curriculum model can be a combination of "procedure" and "process". At the beginning of the situation simulation, the student's own activity is critical to learning, but the tasks must be chosen by the teacher, thus Skehan talks about the procedure of the learning process [20]. For example, at the beginning of a game, such as the famous people game described by Ladousse, students can be put into a simple role-play situation [15]. In this simple guessing game, the student takes on the role of a well-known person.

The students in the group ask this student questions to guess the name of the person the student represents. The games that follow this simple RPG include more challenges. Simulation of game situations that occurs over several periods of learning allows students to control the nature of interactions [20].

This can be done, for example, through a "project competition" [15]. In this role play, students simulate situations that are directly related to them. They decide what situation to role-play, what question to choose as part of the activity to study, how to define the roles of participants, etc. Learning activities.

The method of simulation, role-playing (especially when a convergent model is used) meets the following four criteria of Skehan: for task-based learning, meaning is primary; there is a goal in the direction towards which you need to move; activities are evaluated when specific results are achieved; there are real relationships. Activity in the classroom therefore does not focus on the language itself, but focuses on goals and actions that can be defined by the teacher or students [20].

Sadow gives an interesting example of the activity of students and teachers in a simple role-playing game [17]. The teacher tells a group of students that they are aliens making first contact with terrestrial objects such as toothbrushes, watches, light bulbs and keys. Without referring to human civilization, participants must draw conclusions about the functions of these objects. This role play or similar creative activities will encourage students to use their imagination and engage in a process of reflection and communication in a foreign language.

In more complex role-plays, the teacher's activities may be more detailed and the students' activities may be more specific. The teacher can, for example, bring handouts or have students read the Case Study, give a clear definition of the role play situation, hand out cards that describe the role the student is to play. Such situation modeling can be applied to language teaching in many areas such as technical English, English for business and industry, English for tourism, service and international relations. Moreover, role-playing/simulation should be included in the professional training programs for teachers of foreign languages.

The role of students

Traditionally, learner roles have been specifically defined using the role-playing, simulation, either through verbal directions or using role-playing output cards. Nevertheless, Kaplan speaks against role-playing games that focus solely on given themes using specific areas of vocabulary, due to the fact that such games do not promote spontaneous movement conversation [14].

Possibly the best model for the student role when using the role-playing / simulation method, this is the so-called "tapestry approach" [19].

Students according to this approach should be active and control the process of their learning. Students must help teachers to select topics and tasks and provide teachers with detailed information about course of study. In a role play/simulation it is can be achieved through the "project competition" mentioned above, or similar divergent simulations.

Students get some new features in role play/simulation such features, to which they may not be accustomed [10]. Burns and Gentry recommend teachers understand the level of knowledge that students have and pay close attention the introduction of empirical exercises to encourage the activities of students. This advice seems even more relevant to students, who are accustomed to the dominant role of the teacher in the classroom, and who may have gaps in knowledge that makes use ofrole-playing method is complex and problematic.

The role of the teacher

The teacher defines the overall structure role-playing game, but, as a rule, does not accept her active participation after the structure games defined. According to Jones, "the teacher becomes the traffic controller and controls the game in the same way that the traffic controller traffic, helping transport flow to avoid bottlenecks, but not specifically in which direction to move" [13]. This is consistent with Scarsell's views.

The teacher's traditional central role in the classroom is relegated to the background, and students are free to interact with each other based on spontaneous cognitive impulses. This reduces the level of student anxiety and facilitates the learning process [19].

The teacher should take on some additional role-playing responsibilities. game / simulation. In particular, it should keep students motivated by stimulating them curiosity and choosing such material for learning that supports the irresistible desire to learn and learn new things [10].

The role of teaching materials

Because simulations are real life scenarios, teaching materials should simulate what might be used in a real situation. Role-playing in the alien games mentioned above, toothbrushes, watches, light bulbs and keys can be studied by "aliens from other civilizations".

An even more striking example of a simulation that resembles real life and using real life materials, offers Kaplan, who claims to be able to handle unpredictability and build confidence in one can not only at the expense of individual exercises, but through the use of role-playing games on a real basis [14]. For achievement To this end, she describes a simulation called "A game of hosting foreign guests", intended for students learning French as a foreign language before sending to work in a French-speaking country. Role-playing the game centers around the smorgasbord at a dinner for native

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French speakers in Washington. Students plan and conduct lunch, talking in French during lunch, and also meet with the guests after summarizing the game. Written self-assessment and evaluation of each other's activities were very favorable, the students wrote that this activity contributed to the development confidence in oral communication French.

One of the problems associated with educational materials is what Skehan calls "conspiracy of uniformity" that the publishers created [20]. Role-playing game "Competition of projects", mentioned above is one of the ways avoid this problem by adapting the material to the needs of individual learners. Simulations developed by students on their own can be used in the future both in their own group and in classes with other groups.

Game process The role-play process described here uses the Ladousse [15] format applied in "Playing on an Island", a simulation described by Kru-callas [18]. Ladousse considers process as one of 11 factors in role-playing games [15]. These factors are: level, time, goal, language, organization, preparation, warm-up, process, follow-up analysis, analysis and comments, variability. Various role-playing exercises described in terms of these factors.

The level shows the minimum (and sometimes and maximum) the degree of activity of students. Time may depend on whether students need to read articles, reports, etc. The goal indicates the broader objective of each activity, such as building confidence, development of a "sense" of language. The language indicates which structures, functions, skills, intonation students may need samples. The organization describes whether the activity involves pair or group work, and in the last case – how many students should be in each group.

Preparation shows all it should be done before class. The warm-up involves verbalizing ideas to keep students focused and interested. The process includes a step by step guide to the activity. Richards, for example, re-recommends an order of six steps for a role play games: preliminary activities, samples dialogues, learning to use role cards, listening to recordings of native speakers participating in role-playing games with role-playing cards, analysis of performance results and feedback [16]. However, many role-playing games do not follow the sequence of the above actions, they do not have to comply with such restrictive guidelines [14].

Game follow-up indicates what is done after the role play is completed, possibly as homework. Comments may represent general interest or may be warnings of special difficulties that may arise. Role play options can be used with different types of groups or at different stages of learning.

You can apply 11 Ladousse factors to "Game on the island" [15]. "Playing on the Island" brings the group together through collective decision-making activities that contribute to development of a range of skills in the use foreign language. An artificial a situation in which a group from a ship that had run aground landed on an island. eruption volcano will start in 30-60 minutes, so the plan evacuation must be implemented quickly. There is lifeboats to carry everyone to a safe place on neighboring islands, but consensus of the whole group must be reached on who will go where, with whom, etc.

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