



Guidelines for designing effective language teaching materials

Kristina FEDOTOVA¹

Uzbekistan State World Languages University

ARTICLE INFO

Article history:

Received November 2023

Received in revised form

15 December 2023

Accepted 25 December 2023

Available online

15 February 2024

Keywords:

linguistic competence,
communicative competence,
intercultural
communication,
vocabulary,
grammar exercises,
case method,
reading,
speaking,
listening,
writing,
types of speech activity,
interactive technology.

ABSTRACT

This article investigates the problem of developing guidelines and manuals for effective teaching aids in teaching a foreign language to students to form foreign language communicative competencies. Moreover, the article discusses the requirements that must be observed when creating effective teaching aids. On the example of the educational and methodological manuals, the main principles and parameters that teachers should be taken into account in the process of writing teaching aids due to the transition to new educational standards. The educational and methodological manuals are the result of productive and systematic work, which requires time, as well as the cooperation of teachers, methodologists, and specialists in the field of information and communication technologies. In the article, the educational and methodological manual is complex, since it offers tasks for practicing and improving all types of speech activity: reading, listening, speaking, and writing.

2181-1415/© 2023 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol4-iss11/S-pp242-248>

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

Til o'qitish materiallarini samarali loyihalash bo'yicha ko'rsatmalar

ANNOTATSIYA

Kalit so'zlar:

lingvistik kompetentsiya,
kommunikativ
kompetentsiya,
madaniyatlararo muloqot,
lug'at,

Ushbu maqolada talabalarning chet tilida kommunikativ kompetensiyalarini shakllantirishga mo'ljallangan o'quv qo'llanmalarini ishlab chiqish bo'yicha samarali ko'rsatmalar hamda ularni yaratishda qanday talablarga rioya qilish kerakligi muhokama etiladi. Yangi ta'lim standartlari asosida o'quv

¹ Lecturer, Second Foreign Language Department, Faculty of Media and Communication, Uzbekistan State World Languages University. E-mail: kfedotova767@gmail.com

grammatika mashqlari,
keys metodi,
o'qish,
gapirish,
tinglash,
yozish,
nutqiy faoliyat turlari,
interfaol texnologiya.

qo'llanmalarini yozish jarayonida o'qituvchilar asosiy tamoyillar va parametrlarni hisobga olishlari lozim. O'quv-uslubiy qo'llanmalar vaqt talab qiladigan samarali va tizimli ish faoliyat turi bo'lib, axborot-kommunikatsiya texnologiyalari sohasidagi o'qituvchilar, metodistlar va mutaxassislarining hamkorligi natijasi asosida yaratiladi. Maqolada o'quv-uslubiy qo'llanma murakkab xarakterga ega bo'lib, u nutq faoliyatining barcha turlarini: o'qish, tinglash, gapirish va yozish ko'nikmalarini rivojlantirish va takomillashtirish bo'yicha vazifalarni taklif etishi xususida so'z boradi.

Руководство по разработке эффективных материалов для обучения языку

Ключевые слова:

языковая компетентность,
коммуникативная компетентность,
межкультурное общение,
словарный запас,
грамматические упражнения,
кейс-метод,
чтение,
говорение,
аудирование,
письмо,
виды речевой деятельности,
интерактивная технология.

АННОТАЦИЯ

В данной статье исследуется проблема разработки методических рекомендаций, пособий по эффективным учебно-методическим пособиям при обучении студентов иностранному языку с целью формирования иноязычных коммуникативных компетенций. Более того, в статье рассматриваются требования, которые необходимо соблюдать при создании эффективных учебных пособий. На примере учебно-методических пособий рассмотрены основные принципы и параметры, которые учителям следует учитывать в процессе написания учебных пособий в связи с переходом на новые образовательные стандарты. Учебно-методические пособия являются результатом продуктивной и систематической работы, потребовавшей времени, а также сотрудничества преподавателей, методистов и специалистов в области информационно-коммуникационных технологий. В статье учебно-методическое пособие носит комплексный характер, поскольку предлагает задания для отработки и совершенствования всех видов речевой деятельности: чтения, аудирования, говорения и письма.

INTRODUCTION

One of the topical issues of higher education is the training of skillful, highly experienced, intelligent graduates of universities, to whom employers present such a requirement as knowledge of a foreign language. A competitive graduate must communicate in a foreign language freely, not only at the colloquial level but also be able to extract the information necessary for professional activity [4], build a dialogic and monologue speech in simple communicative situations of different communication spheres, compose a different business letter following the norms of the official several styles of the English language. One of the main ways to solve this problem is the development of educational and methodological allowances aimed at the formation of the necessary competencies of foreign language communication [9].

MATERIALS AND METHODS

Currently, several linguistic universities are trying to practice large-scale work to create teaching aids for a new generation. At the initial stage of writing teaching and methodological allowances, there was an accumulation and generalization of the material of scientific articles of modern researchers, who highlighted the problems of developing teaching aids, in particular, focused on the main requirements that are important to consider when their creation. Before the development of several educational and methodological manuals we have studied, analyzed, and adopted the attention of the work of E.Ya. Sokolova, S.A. Volkova, O.N. Likhacheva, L.B. Temnikova, N.Yu. Gusevskaya and T.S. Ruzhentsova and others [1].

Educational and methodical manual, for example, “Professional English language” is intended for students of non-linguistic areas of preparation for pre-intermediate levels and Intermediate to study the disciplines “Business English” and “Professional English language” of educational technology. The necessity of publishing the manuscript was explained by the fact that this work is focused on optimizing the process of teaching business and professional English to students of non-linguistic areas of training, the development of professional, linguistic, and student communicative competencies, abilities to establish and maintain business contacts, an account of the usage of English as a tool of communication and interaction in the dialogue of cultures of the modern world. This teaching aid complies with the declared type of publication [1]. It provides teachers and students with methodological material for the competent construction of work in the classroom, for the effective organization of independent work, and for preparing for practical classes in business and professional English. The title of the work corresponds to its content. The training manual presents materials from the business sphere of communication and also touches on current issues related to it. The analyzed work fully meets the requirements of the latest generation and current educational programs, as well as the requirements of competency-based and communicative approaches to teaching a foreign language [3].

The practical significance of the work cannot be doubted, since the teaching aid is distinguished by a clear and balanced structural organization, and a comprehensive presentation of educational material, which allows productive and systematic development and consolidates the skills of all types of speech activity: reading, listening, writing and speaking [2]. The manual offers authentic texts, a wide range of exercises that are aimed at developing students’ understanding, study, and increasing of vocabulary and grammar, lists of clichés, useful phrases and expressions for writing business letters, and solving professional problems in the process of business and intercultural communications. The advantage of educational and methodical benefits is the active use of not only audio, but also video materials, related tasks, and exercises for a detailed description of a visual image taken from the context of a business or professional sphere [3]. The discussed teaching aid consists of eight modules: Companies, The Internet, Troubleshooting, New Products, Telephoning and Contact Making, Future Trends, Managing Time, Employment and Career. Text educational and methodological manual is characterized by logic, consistency, capacity, systematization of the material, high-structured, information, and coherence of all elements of the manual. Every section offers a list of lexical units or vocabulary on the topic under study, questions for discussion, text on the topic of the section, post-text tasks for working out and

consolidating vocabulary and grammar, exercises on listening, speaking (in this part, a list of clichés and useful speech constructions/turns), including a task to describe a visual image and write a business letter/summary.

Goals and objectives of the educational and methodological complex of the discipline [10]. The teaching materials of the teaching English language are intended for:

- systematization of the content and organization of the study of educational disciplines taking into account the achievements of science and practice;
- improving the methodological support of the educational process;
- increasing the efficiency and quality of students' knowledge;
- development of student's creative abilities;
- providing students with methodological assistance in mastering the educational material;
- effective planning and organization of self-study work and control of students' knowledge;
- assisting teachers in improving pedagogical skills.

In the considering educational and methodical work of education are applied in the form of a practical lesson, independent work, and individual homework. This work is distinguished by the use of visual, verbal, and practical teaching methods [6]. Its content includes creative tasks and interactive technologies, such as tasks using the Quizlet service, which helps to quickly memorize new lexical units. In the teaching aid, game technologies were used, such as interview sessions, discussion sessions, conversation sessions, and case methods, which provide for work in pairs, groups, and educational discussions. For a clear and compact presentation of theoretical material, traditional and information technologies of education are used – practical lessons with elements of a visual lecture. These features of the manual confirm the fact that it corresponds to the modern level of development of science. The discussed teaching aid has a high-quality didactic apparatus since it is equipped with tasks for self-control after each section, a coherent system of criteria for evaluating the work performed, and it also offers tests on modules [3].

RESULTS AND DISCUSSIONS

The work is framed taking into account the conditions of illustrativeness and visibility of educational material. It presents graphic tools that give the material brightness and expressiveness, providing its gradation without violating the unity and integrity of its composition. Among the using graphic tools are mark tables, and pictures, which make the material convenient in terms of perception, as well as pictograms designed to indicate various types of educational activities and tasks. The analyzed teaching aid is characterized by the use of psychological and pedagogical techniques: systems of sequentially “portioned” study of the course with a criterion assessment of residual knowledge of the current “portion” of the studied material, emotionally colored activities, simulation of business situations, dramatization by students of dialogues, means encouragement of students to cognitive activity, (planning and discussion of joint activities, justification opinion), means of creolization (pictograms), Internet links, pictures, audio and video fragments. All technical and technological requirements: correct installation and removal, stability of operation, use of frames for organizing information, using convenient and color comfortable for psychological perception, providing a balanced image of the material that evokes a sense of stability and reliability, maximizing the use of modern multimedia tools. Compliance with all technical requirements ensures sustainable student performance.

Audio materials. The use of audio materials in education is an effective way to involve the student in the learning process. Audio materials are presented in electronic form and may be classified as follows. An audio clip is a short audio fragment, most often representing a small commentary on diagrams, tables, or illustrations. Audio clips can be used effectively, for example, to introduce in a foreign language course the listening comprehension element – demonstration of samples of pronunciation, and listening to educational dialogues and texts.

Audio lecture – a teacher’s lecture recorded on audio media or submitted electronically. Audio lectures can be used alone or in combination with other elements: text, slide presentation, and video materials. The meaningful basis for an audio lecture, as a rule, is the material of the textbook or lecture course. Methodologically reasonable duration audio lectures are no more than 20 minutes. If the material cannot be presented for a specified period, it is necessary to create several audio files. Before recording an audio lecture, its script is prepared. The following order of presentation of the lecture material is recommended:

- greeting to the students, introduction of the teacher, name of academic discipline;
- name of the topic of the current lecture;
- a summary of the lecture (it is necessary to provide a list of questions, that will be affected);
- presentation of the actual educational material;
- conclusion (here it is necessary to sum up the lecture, to remind the list of topics covered).

Video materials – The use of video materials in the educational process, including with the usage, contributes to better assimilation of the material, involvement of the student in the learning process, and improving contact between teacher and students. Video lectures allow the learner to increase the effectiveness of the educational process by checking:

- virtual presence in medical institutions according to the profile future specialty, in scientific laboratories;
- showing unique or fast-flowing phenomena, processes, events, the effect of presence when demonstrating real phenomena or their virtual models;
- visual participation in the presented real (or specially posed) situations of choosing a solution to the problem;
- changes in activities, shifting attention and use of both rational-logical and emotional-figurative thinking. Video materials are presented in electronic form and may be classified as follows.

Video – a video clip that is a demonstration of those provisions, phenomena, objects that are discussed in the textbook (demonstration of laboratory work, recording of observations, fragment of the educational film). The duration of the video should not exceed 10-15 minutes. When creating a video, you must withstand following its structure:

- video intro (static or animated frames, title of video, author(s), name of educational institution, department);
- the actual material of the roller;
- titles (static or animated frames, author(s), title educational institution, year of graduation).

Slide media lecture combines the visibility of the presentation of material, which is inherent in a slide presentation, with the feeling of engagement, which is provided by the use of audio or video material. In this case, the basis for preparing the lecture is a slide presentation. Simultaneously with the slide show, the audio or video stream is playing. Slides are based on timestamps recorded in the media file. In this way, an imitation of a real lecture is created when the lecturer is present in front of students in the audience, presents the material of the lecture, and illustrates it with slides. Interactive lectures include motivating elements of the training game, and at the same time, the teacher maintains a high level of control over what is happening in the audience [9]. Due to their flexibility, it is easy to switch from traditional interactive lectures. If the teacher is an expert in his field and has a presentation plan, it can easily convert a session into a lecture game. There are different types of interactive lectures, but all of them are built according to one basic principle: the structure and the effectiveness of the lecture method with the participatory and motivating effect of interactive strategies [8, 10].

CONCLUSION

In conclusion, the work in question meets ergonomic requirements. It is characterized by convenient and visual navigation, easy perception of information, the absence of excessive or unjustified use of colors, fonts, symbols, adequate brightness, font shape, and arrangement of materials on pages. The listed features of the manual contribute to aesthetics. The selection of a part of information (tables, frames) is applied reasonably and does not lead to increased fatigue. The relevance and acceptability of multimedia tools (dynamic image, high-quality sound accompaniment, clear, exemplary in intonation, emotional sounding). Matching all the above-mentioned requirements will provide safe learning conditions for students, a friendly atmosphere, and a favorable working climate in the classroom, enhancing attention, awakening interest, focusing on tasks. Taking into account all the above features of the educational and methodological manual, there is reason to believe that it will increase learning performance. The study is recommended for usage in the educational process as a teaching aid for students and is being tested in the practice of teaching the English language.

REFERENCES:

1. Adamko M.A. Integration of academic disciplines as one of the ways to improve efficiency teaching English at the university // *Azimut of scientific research: pedagogy and psychology*. 2016. T. 5. No. 4 (17). P. 17-20.
2. Akhmetzyanova I.I. Features of the functioning of the English language in Ireland (in the material of the works of the XX-XXI centuries) // *Baltic Humanitarian Journal*. 2016. V. 5. No. 1 (14). P. 16-17.
3. Gafurov R.A. Difficulties in using the present perfect tense in English // *Baltic Humanitarian Journal*. 2013. No. 4. P. 67-69.
4. Gusevskaya N.Yu. Problems and experience of creating an English textbook // *Humanitarian vector*. 2011. No. 1 (25). P. 29-32.
5. Koss E.V. Updating the content of training business foreign language as a tool for the formation of foreign language communicative competence in non-linguistic university // *Azimuth of scientific research: pedagogy and psychology*. 2017. V. 6. No. 1 (18). pp. 92-95.
6. Kozina O.N. Distinctive features of the grammatical category of gerund as one of the non-personal forms English verbs // *Baltic Humanitarian Journal*. 2015. No. 4 (13). P. 19-22.

7. Likhacheva O.N., Temnikova L.B. Features of the development of an English textbook using the Kuban component for students of non-linguistic universities // Scientific Works of KubGTU. 2015. No. 5. P. 1-6.

8. Mikhailyukov L.V. Semantic-syntactic features of prepositional-transitive verbs in modern English // Baltic Humanitarian Journal. 2016. V. 5. No. 2 (15). P. 61-66.

9. Ruzhentseva T.S. Development of a complex of electronic teaching aids in English language for students of information technology specialties based on project methodology // Economics, statistics and informatics. Vestnik UMO. 2011. No. 5. P. 168-174.

10. Volkova S.A. Analysis of the English textbook in the framework of the requirements for educational literature. Pedagogika vysshei shkoly. 2017. No. 2 (8).