Designing Teaching Materials

Yayra Abduraimova
Senior teacher, Uzbek State World Languages University
yrustamovna77@gmail.com

Abstract:
The article deals with the issues based on the process and requirements of designing appropriate teaching materials. Teaching materials - their format, accessibility, modernity - are an important and main component of the organization of the educational process. The emergence and successful development of an alternative model for the training of future foreign language teachers requires innovative activities in the development of teaching materials. Such materials should be characterized by “mobility”, which provides the student with the opportunity to use them outside the walls of the university and at a time convenient for the working person, and for creating conditions for the individualization of the educational process.

Keywords: teaching materials, independent learning, learning objectives, lesson, foreign language, professional qualities.

INTRODUCTION

Designing and preparing a lesson by a teacher is a complex process that requires a huge amount of knowledge and skills, personal and professional qualities. How seriously the teacher takes this process depends on the success of its implementation. Naturally, before starting any business, and even more so as elegant as teaching other people, it is important to think over in advance everything that you will do.

In preparing for each training session, the teacher should pay special attention to goal setting. A clear, understandable real purpose is indeed the key to success in working with students. Some teachers prefer to avoid from goal setting and rush to develop a lesson. This is a hopeless path, as it condemns teachers to an endless "change of course", lack of system and confusion. At the same time, students become hostages of pedagogical unprofessionalism.

The goal of the lesson should be set so precisely and definitely that it would be possible to unambiguously draw a conclusion about the degree of its implementation and build a certain didactic process for it.

After setting goals, the teacher needs to take the next step - to design a lesson, develop a kind of scenario that would embody his idea.

MATERIALS AND METHODS

While developing a scenario for a training session, the teacher should be guided by the learning objectives. When designing the idea of a modern training session, the teacher should consider how he/she will: a) introduce the student into the position of "student", that is, stimulate his learning motives, make learning conscious, and help the student realize his learning goal and accept it; b) organize and manage educational activities; c) provide reflection of educational activities; d) organize control over the progress and results of the student's activities. Here, the most important task of any teacher is the selection of the content of educational material.

In the requirements for the selection of content proposed by various approaches (traditional, systemic, modular, etc.), such principles of didactics as scientific character, ideological
orientation, professional orientation and accessibility are clearly visible.

An important step in preparing a lesson is the choice of methods and forms of organization of the educational process. There is a wide range of different methods of conducting classes, which have their own advantages and disadvantages.

The main criteria for selecting methods and forms of organizing training sessions are the following: learning objectives, features of the content of the training material, the specifics of the trainees and the conditions for conducting.

The final moment in the preparation of the teacher for the training session is the development of a control procedure. Control provides feedback between the teacher and students and allows him/her to evaluate the quality of education. Depending on the purpose of control, the teacher uses a variety of means for its implementation: questions, assignments, written tests, testing, etc. The methodology for compiling the process of controlling states the professionalism of the teacher.

While developing language learning materials they have to follow logical steps or procedure of developing useful and logical language learning materials. The general procedure of development includes design/development, implementation, and evaluation. Dick and Carey (1990) suggest ten components of the systems approach model, that is, identify an instructional goal, conduct an instructional analysis, identify entry behaviors and characteristics, write performance objectives, develop criterion-referenced test items, develop an instructional strategy, develop and/or select instructional materials, design and conduct the formative evaluation, revise instruction, and conduct summative evaluation.

Reviewing the literature about the principles of developing language learning materials, we find several, two of which were proposed by Tomlinson (1998) and Howard and Major, which they called “Guidelines for Designing Effective English Teaching Materials” instead of principles. Tomlinson (1998) suggests sixteen principles of materials development for the teaching of English.

✔ Materials should achieve impact.
✔ Materials should help learners to feel at ease.
✔ Materials should help learners to develop confidence.
✔ What is being taught should be perceived by learners as relevant and useful.
✔ Materials should require and facilitate learner self-investment.
✔ Learners must be ready to acquire the points being taught.
✔ Materials should expose the learners to language in authentic use.
✔ The learners’ attention should be drawn to linguistic features of the input.
✔ Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
✔ Materials should take into account that the positive effects of instruction are usually delayed.
✔ Materials should take into account that learners differ in learning styles.
✔ Materials should take into account that learners differ in affective attitudes.
✔ Materials should permit a silent period at the beginning of instruction.
✔ Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
✔ Materials should not rely too much on controlled practice.
✔ Materials should provide opportunities for outcome feedback.
DISCUSSIONS

Language learning materials can be developed/produced by evaluating then adopting, supplementing existing language learning materials and creating own materials (Pinter, 2006). According to Harsono (2007): Teachers usually use any textbook available to teach their students. What they can do is usually trying to evaluate the textbook they have to use to teach their students. In evaluating the textbook, teachers observe what works and what does not work and they add their own style/preference and interpretation to the textbook. If they think that the textbook is in line with the curriculum/syllabus, the textbook can be used to teach their students. Teachers will evaluate and select textbooks according to how appropriate they seem for the given context.

Well-designed textbooks can support inexperienced teachers a lot because they act as training materials. Textbooks can also be evaluated by exploring teachers’ and learners’ experiences and opinions about the textbooks as used in the classroom. This evaluation can result in the most effective textbooks which can be used in the classroom. This result, however, cannot be valid for different students and teachers and in different time. After evaluating the textbook, each teacher has his/her own decision, using the textbooks without having any change at all, adapting it according to the needs, supplementing it if necessary, or if the textbook does not fulfill the teachers’ criteria, they can create their own materials based on their students’ needs or other criteria of developing materials. Adapting a text can be based on different criteria. One possible adaptation is associated with the linguistic demands. A difficult text can be adapted by teachers to suit the competence level of the class.

A teacher can also develop learning materials on the basis of the students’ needs. This situation would happen when a teacher is facing new students. In order to meet the students’ needs of English, an English teacher has to find out what competence the students want to achieve. After knowing the competence that the students want to achieve, the teacher develops the learning materials to help the learners achieve the competence they want. Creating own materials based on “Topic-based planning” means that the materials developed for the learning process should be based on the topic already chosen and, therefore, all the activities in all areas of the curriculum should be related to that one broad topic. Designing and developing appropriate EFL learning materials reflecting new contexts and goals can be fulfilled by reviewing or developing instructional strategy. If we can identify or develop our instructional strategy, we can be sure to develop appropriate EFL learning materials for new contexts and goals (Dick and Carey, 1990).

The educational process can be considered effective if the costs of it ensure the achievement of the goals set for it.

At the same time, it becomes necessary to compare the goals set for the student and the results that he achieves. This is especially important given the fact that in order to increase the effectiveness of engineering education, it is necessary to ensure the development of not only subject-professional, but also key, basic competencies when studying engineering disciplines.

To solve this problem, it is necessary to appropriately design learning goals and compare them both with the information content (content) of the discipline and with evaluation tools for diagnosing the achievement of goals.

Well-described learning objectives:

1. serve as a basis for determining the content of educational material, the sources used and teaching methods;
2. allow for an assessment of learning outcomes - to determine whether students have learned what is required of them;
3. Help students to focus on the essential aspects of the proposed material, achieve these goals in the learning process, turning them into conscious participants in the learning process.
The task of designing learning goals is their clear, explicit description through the learning outcomes expressed in the actions of students, and those that the teacher or some other expert can reliably identify.

In other words, learning objectives are a description of the behavior that a student must demonstrate in order to prove their competence in the subject under study. In this case, the goal describes the expected learning outcome, and not the learning process itself.

In modern conditions, the results of education are the expected and measurable specific achievements, expressed in the language of knowledge, skills, abilities, competencies that a student or graduate can demonstrate upon completion of an educational program or part of it [1].

English language learning materials are available everywhere, in bookstores, libraries, schools, internet, etc. They can be in the forms of prints, cassettes, CDs, VCDs, etc. and they can be instructional, experiential, elucidative, or exploratory. The problems are that we have to select the suitable and appropriate materials for our new contexts and goals. Be sure that our learning materials should meet the needs and wants of the learners. That is why we have to know the contexts and objectives or goals of our teaching or the goals of the learners learning the language.

CONCLUSION

Thus, the process of designing educational procedure in an academic discipline is built from several stages, which include such components as goals, structure and content of educational material, educational activities and methods of its activation, and control tasks. In order for a teacher to be able to assess the levels of mastery of competencies, he must first formulate them in criteria that will allow obtaining objective data, then develop educational technologies, as well as assessment tools that will teach students self-control and self-assessment of their educational activities. The presented results may be of interest both to teachers and students who are the subjects of the educational process and, together with the teacher, students can participate in designing process.

References: