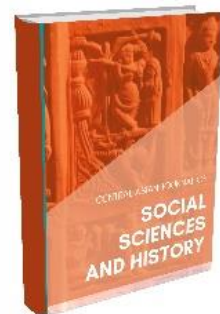




## CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



### The Special Features of Material Designing in EFL in Primary Education

**Xatamova Veronika Shuxrat qizi**

Teacher, The Department of integrated course of English language, Uzbekistan State World Languages University

#### **Annotation:**

This article discusses the main features and priorities of materials designing in teaching foreign language in primary education. Learning to use the language skills requires knowledge of the content and practice. It is essential for students to gain a conceptual knowledge of the topic of discussion for presenting the ideas effectively. According to some theories, the information which are provided to learners help them to conceptualize a new idea and that in turn helps them to perform efficiently.

#### **ARTICLE INFO**

##### **Article history:**

Received 09-Sep-22

Received in revised form 08-Oct-22

Accepted 07-Nov-22

**Available online 12-Dec-2022**

**Keywords:** material designing, curriculum, Moodle, open resources, context, needs.

**Introduction.** Many universities have been efficiently using learning materials like Open Educational Resources for teaching various subjects. On facilitating language acquisition by providing a virtual learning environment based on Moodle platform with free educational materials and knowledge media tools for promoting open language learning. Similarly, Thakrar, Zinn and Wolfenden (2009) talk about the professional development offered to school-based teachers by Sub-Saharan consortium. The ongoing research and development project (TESSA) aims at improving the quality of university-led primary education. Nearly 18 institutions have worked collaboratively to design and build a multi-lingual open educational resource bank and modular and flexible format.

**Literature review.** Teachers, who work towards professional development, always reflect on their teaching ability, their efficiency in handling the curriculum, the amount of scholarship in a particular field, the extent to which such knowledge influence their material contribution and so on. Augusto (2001) quotes Richards (1990) to state that in a critical reflection a person recalls a past experience consciously, examines to evaluate himself, which in turn serves as a source for planning and action [1]. As mentioned earlier, language teachers in the university are actively involved in preparing the course material, which in turn help them to develop their professional skills. Materials developed locally by a

particular teacher or group of teachers for a particular course, a particular group of students and with the resources available at a particular time are referred to as in-house materials, tailor-made materials, locally produced materials, self-designed materials, internal materials, home-made materials or homegrown materials. These materials may be developed either from scratch or by adapting existing learning and authentic materials. As part of the materials development process, first of all, available materials are reviewed, evaluated and selected according to different criteria and with reference to a particular ESP course. Then, if there is a lack of materials, or if materials available are not suitable according to the specific criteria for evaluation, teachers might be required to develop materials from scratch or abridge, extend, refine, rewrite – in short, adapt – the available materials for a particular learning situation, ESP area, target group of learners, timing or set of resources. There is also the possibility that, although there are materials available for classroom use, practitioners feel the need to provide additional materials for out of classroom work or self-study. In this case, the process would not differ [2].

According to Hutchinson, the following main beliefs and principles outline the basic framework for materials development [6]:

- a) materials writing is most effective when it is based on thorough understanding of the needs of a particular group of students i.e. their specific language difficulties, learning objectives, preferred learning styles. A process of materials writing which takes into consideration all these variables is learner-centered. Teaching contexts vary in that sometimes teachers are expected to rigidly follow a prescribed book; in some cases teachers struggle with finding time for writing their own materials, but in general the number of teachers who never adapt or modify and supplement the core teaching materials is low;
- b) teachers know and understand their students best. By becoming sensitive and responsive to their students' needs, objectives, difficulties and preferred learning styles teachers simultaneously become materials writers and researchers;
- c) teachers need a grounding i.e. basic knowledge or training in materials writing. Learning how to effectively write teaching materials should be an inseparable part of every teacher's training process. The process of writing materials in fact teaches one to develop criteria for evaluating materials produced by others. By learning to create materials teachers reduce their dependency on published materials and develop professionally;
- d) all teachers teach themselves – when no choice is provided, there are cases when teachers have to teach against the grain. Producing effective materials minimizes the chances of teachers being forced to teach using a methodology that contradicts their personal teaching philosophy;
- e) trialling and evaluation are vital to the success of any materials. Since learners are users of the materials their opinion is very important and their feedback should always be welcomed.

This is easy to implement in practice when the teacher uses his/her own materials whereas with printed materials usually there are trials in which teachers rather than learners provide the feedback [4].

Moreover, Graves' diagram is an interesting framework because it is not one of equal or sequential parts but rather one in which each individual's context determines the process that needs more time and attention [3]. It shows the seven essential components that make up the framework:

➤ Needs assessment

- Setting goals and objectives
- Content
- Developing and selecting materials and activities
- Organisation of content
- Evaluation
- Resources and constraints

The telling aspect of this diagram is that it still has setting assessment needs at its core. It is clear that materials development (in the view of the experts) is at its most effective when it is tuned to the needs of a particular group of learners. Therefore the people who understand their learners are those who should be responsible for the principles and frameworks that are used to develop the materials used in their classrooms. All teachers who want to create and adapt materials that match their own principles need a grounded understanding of material frameworks. Knowledge of frameworks will assist in the evaluation of other people's materials.

**Conclusion.** Learning materials in teaching are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. "Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

### References:

1. Augusto-Navarro, E.H.; de Oliveira, L.; Abreu-e-Lima, D. M. (2014). Teaching Pre-service ELT Teachers to Analyse and Adapt Published Materials: an Experience from Brazil. In Sue Garton and K. Graves (eds). *International Perspective on Materials*. Palgrave Macmillan: 237-252.
2. Garton, S.; Graves, K. (2014). Materials in ELT: Current Issues. In *International Perspectives on Materials in ELT*. S. Garton and K. Graves editors. Palgrave Macmillan: 1-15.
3. Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammaring*. 1st edition. Michigan: Heinle Elt, 2003.
4. Harwood, N. (2010). Issues in materials development. In N. Harwood (ed), *English language teaching materials: heory and practice*. Cambridge, UK: Cambridge University Press: 3-30.
5. Hutchinson, T.; Waters, A. (1987) *English for Speciiic Purposes: a learning-centred approach*. Cambridge University Press, 183p.
6. Johnson, K. E.; Arshavskaya, E. (2011) Strategic mediation in learning to teach: reconceptualizing the microteaching simulation in an MA TESL Methodology Course. In: JOHNSON, K. E.; GOLOMBEK, P. R. (Eds.). *Research on second language teacher education: a sociocultural perspective in professional development*. New York: Routledge: 168-186.
7. Wright, T. (2010) *Second Language Teacher Education: Review of Recent Research on Practice*. *Language Teaching*, v. 43 (3): 259-296.