

**A.QODIRIY NOMIDAGI JIZZAX DAVLAT PEDAGOGIKA INSTITUTI
CHET TILLAR FAKULTETI**

**Ijtimoiy-gumanitar fanlarda chet till kafedrasi o'qituvchisi X.Sayfullayevning
Maktabgacha ta'lim fakulteti 534-21guruh talabalari bilan "Hidden talent"
mavzusida o'tkazilgan ochiq dars muhokamasi Bayonnomasidan
KO'CHIRMA**

**Jizzax shahri
12.05.2022 yil**

Kun tartibida:

1. Kafedra o'qituvchisi Maktabgacha ta'lim fakulteti 534-21guruh talabalari bilan "*Hidden talent*" mavzusida o'tkazilgan ochiq darsi muhokamasi.

So'zga chiqdilar : Kafedra mudiri v,b Z Abdullayev Hurmatli o'qituvchilar sizlarga ma'lumki Oliy va O'rta maxsus ta'lim vazirligi qarorlari hamda kafedraning 2021 - 2022 o'quv yili uchun rejalashtirilgan ochiq darslar yuzasidan kafedramizda navbatdagi ochiq dars o'tkazildi. Ochiq dars kafedramiz o'qituvchisi Maktabgacha ta'lim fakulteti 534-21guruh talabalari bilan "*Hidden talent*" mavzusida bo'lib o'tdi. Ochiq darsning o'tilishi va uni holisona baholash uchun sizlardan ushbu ochiq dars yuzasidan o'z fikr va mulohazalaringizni bildirishingizni so'rayman.

O'qituvchi – K. Xasanova:

Bugungi kunda Oliy o'quv yurtlaridagi o'tilayotgan ochiq darslar sifatini yaxshilash yuzasidan oliy ta'lim vazirligining bir qancha qarorlari qabul qilingan. O'z navbatida bunday qarorlar o'qituvchilar oldiga o'z kasblariga bo'lgan ma'suliyatini yanada oshirish hamda darslarni noan'anaviy tarzda, axborot texnologiya vositalaridan, multimediya va elektron darslikdan foydalanib o'tish ma'suliyatni yuklaydi. Har bir o'qituvchi darsni kompyuter va slaydlardan, zamonaviy usullardan foydalanib o'tishga katta etibor qaratishi lozim. Ushbu darsda o'qituvchi X.Sayfullayev yuqoridagi talablarga asoslanib darsni namunali tashkil qilgan. O'qituvchi X.Sayfullayev dars davomida talabalarni faollikka undovchi pedagogik maxorat va metodlardan foydalandi.

O'qituvchi – Z. Yaxshiyeva

Yuqorida bildirilgan fikrlarga qo'shilgan holda shuni ta'kidlab aytamanki, dars o'ta ma'suliyat bilan rejalashtirilgan. CLT metodi va Klaster metodlari orqali talabalarning fikrlash qobiliyatini o'sishiga, ushbu o'rganilayotgan tilda

erkin fikrlashga shuningdek muloqatga kirisha olishga zamin yaratdi. Bu esa talabalarda motivatsiyani oshirdi. O'tilgan mavzularni qaytarib olish maqsadida o'tkazilgan mashq xam talabalarning imkoniyat darajasini kengayishiga omil bo'ldi. Darsning har bir bosqichi uchun ajratilgan vaqt tartibiga to'g'ri amal qilinmadi. Deyarli barcha talabalar dars davomida faol ishtirok etishdi. Lekin ba'zi sust o'zlashtiruvchi talabalar bilan ham ko'proq e'tiborli bo'lishini taklif qilib qolaman.

Ochiq dars muhokamasi yuzasidan kafedra o'qituvchilari Z.Abdullayev, K.Xasanova, Z.Yaxshiyeva va boshqalar so'zga chiqishdi.

Yuqorida bildirilgan fikr va mulohazalarni inobatga olgan holda kafedra yig'ilishi qaror qiladi:

1. Kafedra o'qituvchisi Maktabgacha ta'lim fakulteti 534-21guruh talabalari bilan **"Hidden talent"** mavzusida o'tkazilgan ochiq darsi qoniqarli deb topilsin.
2. Yuqorida professor o'qituvchilar tomonidan bildirilgan fikr-mulohazalar va takliflar X. Sayfullayev tomonidan keyingi ish faoliyatida inobatga olinsin.
3. Kafedra o'qituvchisi Maktabgacha ta'lim fakulteti 534-21guruh talabalari bilan **"Hidden talent"** mavzusida o'tkazilgan ochiq darsi **8 ball** bilan baholansin

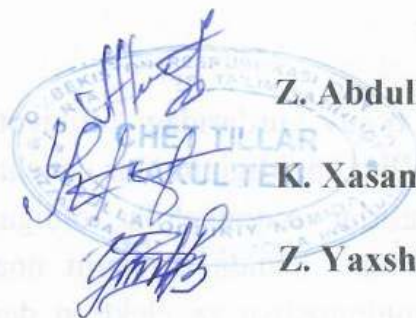
Yig'ilish raisi:

Z. Abdullayev

O'qituvchilar:

K. Xasanova

Z. Yaxshiyeva



**JDPI Xorijiy tillar fakulteti Ijtimoiy-gumanitar fanlarda chet tili
kafedrasi assistent o'qituvchisi X.Sayfullayevning ochiq darsi
REJASI**

Sana: 2022 yil 12-May

Mashg'ulot turi: amaliy

Mashg'ulot tili: ingliz

Kurs va guruh: 1-kurs Maktabgacha Ta'lim 534-21 guruh

Fan nomi: Xorijiy til (ingliz tili)

O'tilgan mavzuning nomi: *"Hidden Talent"*

Mashg'ulotda foydalanilgan ped-texnologiyalar: discussion, aqliy hujum, savol javob.

Mashg'ulot ko'rgazmali vositalari: Kompyuter, slayd, tarqatma materiallar,

Fan bo'yicha o'quv uslubiy majmuaning mavjudligi: mavjud

HEMIS platformasida fan electron: mavjud

Kursining yaratilganligi: yaratilgan

t/r	Bajariladigan ishning nomi
1.	Darsning tashkiliy qismi. Bu talabalar bilan salomlashish va guruh jurnalini ko'zdan kechirishdan iborat
2.	Talabalardan o'tgan mavzuni so'rash va uni yangi mavzu bilan bog'lash
3.	Yangi amaliy mashg'ulot mavzusini doskaga yozish va mavzu haqida umumiy ma'lumot berish
4.	Mavzuga oid kalit so'zlarni birma – bir yozdirib tushuntirish
5.	Yangi mavzu yuzasidan savollar berish
6.	Yangi mavzuga doir slayd – shoularni namoyish etish
7.	Yangi mavzu yuzasidan topshiriqlar bajarish
8.	Talabalarni darsdagi ishtirokiga ko'ra bilimlarini baholash va e'lon qilish
9.	Mavzu yuzasidan qo'shimcha ma'lumotlar olishi uchun talabalarga qo'shimcha adabiyotlarni tavsiya qilish
10.	Darsga yakun yasash

LESSON PLAN			
Teacher:	Sayfullaev Khurshid	Number of students:	15
Date:	____ . ____ . ____y	Age range:	18-21
Course title:	English as a Second Language	Knowledge prerequisite:	Making collocations with <i>make</i> and <i>do</i>
Topic:	Hidden talent	Level:	Pre- Intermediate
Group:	_____	Time:	80 min.
Goals:			
	- To develop Ss ability of: - practice the present perfect simple with ever / never in the context of hidden talents		
Objectives:			
	By the end of the lesson Ss will be able to: - Understand present perfect simple with never /ever - practice saying about hidden talents		
Material:			
	- make and do collocations - Warm Up & Wrap Up lesson sheet		
Key vocabulary:			
	Words: do a project with a big team, do well/badly in an exam, make a phone call, do business in another language, make a speech , make a meal		
Organizational moment of the lesson (3 min)			
- Teacher asks from student about the date, the day, the weather and revises home task.			
Warm up (10min)			
	- Pre-teach/ Elicit the meaning of the lesson title, <i>Hidden talent</i> . Ask: <i>What were you good/ bad at when you were a child? What did you want to do when you grew up? Did you have any secret ambitions? Any hidden talents?</i> Ss discuss the questions in pairs/ small groups and then as a class. Some Ss might have been good at, e.g. singing or football and had ambitions to be famous when they were young. If not, it doesn't matter as the questions lead in to the topic of the lesson.		

Procedure of the lesson	
Introducing new theme (15 min)	<ul style="list-style-type: none"> - Ss should be familiar with most of the vocabulary here except do business . First, do an example: elicit the meaning of make a speech, using the photos. Then elicit a definition, e.g. talk in public. Give Ss 2-3 mins to match the phrases with the photos. They can use dictionaries if necessary. Monitor to check Ss' progress. Check Ss' answers in feedback. They should then copy the list of phrases with make and do into their notebooks. - Illustrate / Check the instructions for this exercise carefully. Ss first write down their own answers and then work in small groups and take turns to compare them. Monitor closely to check the accuracy of Ss' sentences. Prompt them to self -correct any errors if possible. Elicit answers in feedback and find out who in each group has made or done the most things overall.
Practice – (15 min)	<p>GRAMMAR PRESENT PERFECT+EVER/NEVER</p> <ul style="list-style-type: none"> - Ss make mistakes with both the meaning and form of the present perfect. This is because they may have the same form in their L1 but it's used in a different way (e.g. I've seen it last week.) and they may also confuse the form with the past simple (e.g. Did you have seen that film?). Check the form and concept of the two tenses thoroughly and give Ss as much contextualised practice as possible. <p>2A Check the meaning of <i>conference</i>. Ss then do the exercise and compare answers in pairs. Check answers in feedback.</p> <p>Answer: <i>the present perfect and past simple (and one example of the present simple)</i></p> <p>B Check the concept of general experience in question 1, using an example, e.g. <i>I've ridden a camel</i>. Ask: <i>Is this sentence in the past or present? (the past) Do we know exactly when it</i></p>

happened? (no) Ss then answer questions 1-3 and check in pairs before feedback. After checking their answers, write the first three lines of the conversation on the board. Draw Ss' attention to the abbreviated spoken form *No, never. Have you? (instead of No, I haven't. Have you ever made a speech ... ?)*.

Answers:

1. Questions: Have you ever made a speech in public? Have you ever made friends with someone from another country? **Form:** have you (ever)+ past participle

2. Sentences: He met a woman from Chile in 2014. In fact, they got married a week ago!

Verb tense: past simple

3. No, never. Yes, I have. No, I haven't.

Stronger classes can study the tables and notes at home when they do the exercises. Check the notes in class with **weaker Ss**, who then do Ex A-B.

Answers:

A 1. Have you ever saw seen the film Titanic?

2. Two days ago she¹/₄eefl went to a museum.

3. Unfortunately, we have e\lff never won the lottery.

4. Has she ever visited you?

5. I haven't meet met your brother.

6. In 2011, theyw travelled to Geneva.

7. Have you seen Did you see that TV programme last Wednesday?

8. He has never played a musical instrument.

B 1 Have you ever done 2 's worked 3 visited

4 Has he made 5 haven't heard 6 ate

3A Check snails and do an example. Ss do the exercise alone and then compare answers in pairs. In feedback, recheck the concept of the two tenses. For each sentence, ask: *Do we know when? Is it important?*

Answers: 1 was 2 Have you ever written 3 've never eaten

finished 5 Have you ever been 6 finished

	<p>B Elicit examples for question 1 that are true for Ss, using phrases with make and do. Monitor the accuracy of their sentences. In <i>mixed-ability classes , stronger and weaker Ss</i> could work together. Alternatively, pair <i>weaker Ss</i> and give them extra support.</p> <p>C Ss find out if they have anything in common . In feedback, invite Ss to give their own/ their partner 's answers to the class. Correct as appropriate or prompt Ss to self-correct.</p>
<p>Mechanical practice – (10min)</p>	<p>4A Give Ss 3-4 mins to write and check their answers on p127. Advise them to try to memorise 3-4 past participles a day, e.g. <i>before they go to sleep / on the bus.</i></p> <p>Answers: <i>keep - kept, make - made, drive - driven, do - done, fly - flown, come - come, cross - crossed, give - given, swim - swum, sleep - slept, lose - lost, win - won, pay - paid, grow - grown</i></p> <p>B Check/Drill the example and write the phonemic symbols on the board . It's very useful to have a phonemic chart available nearby, on a wall or notice board. You can then refer to it easily to help Ss with their pronunciation. In feedback, check/drill the past participles . Ss could write them down with the phoneme for each pair of sounds (see phonemes in the answer key below).</p> <p>Answers: <i>kept, slept / e/ ; made, paid / er/ ; driven, given / r/ ; done, won / A/ ; flown, grown / au/ ; come, swum / A/ ; crossed, lost / n/</i></p> <p>C Check the words in the box and elicit one or two examples. In pairs, Ss write their questions while you monitor and prompt them to self - correct.</p> <p>D Check/Drill the example conversation . Point out that with yes answers, Ss should add an extra piece of information . This time, monitor and</p>

	<p>make notes of problems Ss have with tenses for feedback.</p>
<p>Mechanical practice – (10min)</p>	<p>5A Check the questions . Ask Ss to briefly describe the pictures, then play the recording . Get Ss to compare answers in pairs before feedback.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. <i>cooking</i> 2. <i>In his twenties; he started to make meals for his friends.</i> 3. <i>He started selling food to his colleagues and then opened a cafe in the office.</i> <p>B Ask Ss to read the sentences and then play the recording again. With weaker classes, pause after each sentence (in bold in the audio script below) for Ss to check/complete their answers. Elicit answers in feedback and ask which sentences feature past participles (1,5 and 6).</p> <p>Answers: 1 <i>enjoyed</i> 2 <i>make</i> 3 <i>sell</i> 4 <i>do</i> 5 <i>Have</i> 6 <i>made</i></p> <p>I: So Mario, can you tell us how you used your talent in your job?</p> <p>M: Um, well, I've always enjoyed cooking. I come from a big Italian family and I learnt to cook by watching my mother in the kitchen.</p> <p>I: But no one knew you could cook, right?</p> <p>M: That's right, no one knew. I only cooked at home, but I did it well. Then in my twenties, I started to make meals for my friends. And, well, I was working in an office. And I brought food to office parties, that kind of thing.</p> <p>I: Then you had an idea ...</p> <p>M: I had the idea to sell my food at work.</p> <p>I: So your colleagues buy your food every day.</p> <p>M: Yeah, I started selling it to friends and colleagues, and then to other people at work. I prepared all kinds of things: bread, pasta, cakes...</p> <p>I: And then you made a decision.</p>

	<p>M: Yeah, office work was OK, but I wanted to do something more interesting. So eventually, I asked the boss if I could open a cafe in the office.</p> <p>I: And he was happy to ...</p> <p>M: He agreed. They gave me a room. Now I bring food there every day. We have chairs and tables. And now that's my job.</p> <p>I: Have you ever thought, 'Oh, I prefer my old office job - This is too difficult'?</p> <p>M: Never. I've never thought that because this is what I love doing: cooking and preparing different menus. Really, it's the best decision I've ever made.</p> <p>I: And have you thought about expanding the business, maybe opening a restaurant one day?</p> <p>M: I've thought about it, but it's a long way away!</p>
<p>Evaluation (15min)</p>	<p>SPEAKING</p> <p>6A Elicit a few Ss' hidden talents or things they love doing. Ss could talk about and write them on the board. Prompt them to use ideas from the lesson or suggest other ideas, e.g. <i>writin g stories/ poems, playing a musical instrument</i>. Give Ss 2-3 mins to make notes alone / in pairs. Monitor and support them with vocabulary/ accuracy.</p> <p>B Monitor discreetly while Ss work in groups, and make notes of examples of good language and problems. In feedback, invite members of each group to tell the class about their partners' hidden talents. Write examples of Ss' errors and good language on the board . Ss discuss and correct them in pairs .</p> <p>WRITING CORRECTING MISTAKES</p> <p>7A Check the rubric and give examples for each of the symbols. Ss then work alone and compare answers in pairs before feedback.</p> <p>Answers: My talent is that I can sing really well. I've always like liked (gr) music[.] (p) I sing all kinds of songs, including rock, pop and classical music[.] (p) I first</p>

discovered this ~~ability~~ ability (sp) when I was young. I often listened to music and sang at the same time . I've ~~doing~~ done (gr) it many times at parties, in front of my ~~friends~~ friends (sp), and in karaoke bars. There is no magic secret[.] (p) I just listen ~~carefully~~ carefully (sp) and ~~am-practising~~ practise (gr) on my own.

Assessing students and Home assignments (2 min)

Homework ideas

Ex 7B: Ss write the final draft of their paragraph or write a new paragraph about themselves / another person.

Language bank 4.1 Ex A-B, p135

Workbook Ex 1-6, p23-24

WORKSHEETS

Underline the correct alternative.

- 1 She *has been/was* on TV yesterday.
- 2 *Have you ever written/Did you ever write* a speech?
- 3 I've *never eaten/never ate* snails.
- 4 Last night I *have finished/finished* the book.
- 5 *Have you ever been/Did you ever go* to the USA?
- 6 He *has finished/finished* the project this morning.

Complete the sentences.

- 1 I've ...
- 2 Yesterday I ...
- 3 I've never ...
- 4 I've always ...
- 5 When I was a child, I ...

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Write the past participles in the table below.

catch	caught	swim	
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keep		lose	
make		buy	bought
drive		pay	
do		grow	
win		fly	
come		grow	

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Use the verbs above to make six *Have you ever ...?* questions.

Use the ideas in the box to help you.

Fish, anything expensive, a bus, a prize all day, a plane plants, in a river

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CORRECTING MISTAKES

7 A Read the paragraph below. Find nine mistakes and correct them. Use these symbols:

gr = grammar p = punctuation
sp = spelling

My Hidden Talent

My talent is that I can sing really well. I've always like music I sing all kinds of songs, including rock, pop and classical music I first discovered this abillity when I was young. I often listened to music and sang at the same time. I've doing it many times at parties, in front of my freinds, and in karaoke bars. There is no magic secret I just listen carefully and am practising on my own.



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Talent Shows – Dream Or Nightmare?

Talent shows are fun to watch, but are they actually fun to be a part of? I think it is very entertaining to watch talent shows, never the less the auditions, but I would never participate in one myself. I think it crosses a lot of my limits to get up in front of everyone in Denmark. If we take starting-point in singing talent shows, many of the young people that join the show, can't even sing. The problem here has probably something to do with, that the parents to the child think that everything their little angel does is fantastic.

And therefore the young person with absolutely no talent at all, is totally laughed at in front of the whole country. The dream of being the next big star is cool, but when you become a star through a talent show, you will always be remembered as "Julie from x-factor" or something like that. If I ever wanted to become a famous singer, I would rather get there on my own then get there through a show.

If we, as an example, look at Miley Cyrus, who plays Hannah Montana on Disney channel, she wants to be a big actress and singer, but when we think of her or we want to explain who she is, it is and will probably always be "the girl who plays Hannah". I once read about this in a magazine, that Miley is tired of being Hannah and wants to be Miley, the girl who can sing and act. She has tried a lot of things to get rid of this reputation, such as being in movies that are for teenagers and not kids.

She has also made several CDs, with music she writes herself. And if we look at someone from the Danish x-factor, we all know Sarah, the girl who won x-factor 2 years ago. Last year i played a handball game against her, and every time someone recognized her they would yell, "Hey, it's Sarah from x-factor" So this is something you have to live with, if you participate in a talent show. So with these things in the back of my head, I will elaborate on why I would never participate in this kind of shows.

The first reason is that I don't like to display myself in front of the whole country, not because I can't sing, I just don't feel the need to show everybody my singing talents. When I sing I usually am alone or together with people i am close to, Everybody doesn't need to hear me sing. Another reason is that I think these kind of shows often make people who once were nice and kind, to total snobs, because of the publicity. They don't have time for their old friends, and they start to only wear branded goods.

This isn't good because a lot of the people in a talent program are just a flash in the pan, and when the show is over their friends at home have moved on. The last reason is the thing about being the girl from the talent show. If I ever, at some point in my life, want to be a celebrity, I want to become it and achieve the publicity on my own. I don't want to be part of a show and always be known as a "show-person", and not known for my own music or just for being me! Therefore I would say that talent shows are a NIGHTMARE.



E'LON

Hurmatli hamkasblar !

2022 yil 12- may kuni soat 10:00 da
330 xonada Ijtimoiy-gumanitar fanlarda
chet tili kafedrası o'qituvchisi
X.Sayfullayevning

OCHIQ DARSI

BO'LIB O'TADI.

Mashg'ulot turi: amaliy

Fan nomi: Xorijiy til (ingliz tili)

Kurs va guruh: Maktabgacha ta'lim

Mavzu: "Hidden Talent"

*Barcha hohlovchilarni ochiq darsimizga taklif etib
qolamiz*