

**MINISTRY OF HIGHER AND SECONDARY
SPECIALIZED EDUCATION OF THE REPUBLIC
OF UZBEKISTAN**

**UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY
Faculty 2**

**English in the primary education department
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**Practical English
Classroom investigation (CI)**

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Ushbu qo'llanma "Boshlang'ich ta'limda ingliz tili" kafedrasida yig'ilishida muhokama qilindi va qo'llanma sifatida institut uslubiy kengashi muhokamasiga tavsiya etildi.

Bayonnoma № 5

Ushbu uslubiy qo'llanma barcha ingliz tili 4-kurs talabalari uchun Ingliz tili amaliy kursi fanidan mo'ljallangan. Uslubiy qo'llanma o'z ichiga mavzuga doir topshiriq va savllarni olgan.

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Taqrizchilar: Boshlang'ich ta'limda ingliz tili kafedrasida dosenti

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Ushbu qo'llanma universitet uslubiy kengashida muhokama qilinib, qo'llanma sifatida chop etishga tavsiya qilindi.

Bayonnoma № 5 2022 yil.

Content

- 1. Stages of classroom investigation.....**
- 2. Formulation and valuation of materials for collecting data.....**
- 3. Formulation and valuation of materials for collecting data (diaries).....**
- 4. Formulation and valuation of materials for collecting data (case study).....**
- 5. Needs of data collection.....**
- 6. Process of classroom observation.....**
- 7. Planning investigation.....**
- 8. Analysis of collected data.....**

Module: Classroom Investigation (CI)

Topic 1. Stages of classroom investigation (Dealing with teacher's challenges, formulating a research question, Action planning (Methods of data collecting) Methods of analyzing, interpreting and drafting the data)

➤ Task 1. Answer the questions.

1. What is the purpose of classroom investigation?
2. What methods of CI do you know?
3. What are the advantages of observing the class?



➤ Task 2. Read the text and try to analyze.

Classroom observation

Observation plays a central role in practice teaching, both observation of your teaching by your cooperating teacher and supervisor, as well as your own observations of your co-operating teacher's class. Other school staff may also wish to observe one of your classes from time to time, such as the principal, the vice-principal, or a senior teacher, so you need to prepare well for every lesson in the event that someone asks to observe your teaching. You may also have the opportunity to observe other teachers in your host school and to review video recordings of your own teaching and that of other student teachers in your teaching practice seminars. The purpose and nature of observation, however, differs according to who participates in the observation process. For example, in observing your cooperating teacher's class your focus will be on how the teacher teaches, on such things as how the teacher creates a positive atmosphere for learning, on the strategies and procedures used by the teacher in setting up activities, on the way the teacher gives instructions and explanations, and how he or she gives feedback to learners. As a novice teacher you will not be evaluating your cooperating teacher's teaching. When you are being observed by your cooperating teacher or supervisor, however, the focus will often be on how well you carried out different aspects of the lesson. In this chapter we deal with both kinds of observations.

Although it is an important component of teaching practice, the nature and limitations of observation need to be kept in mind. Teaching is a complex and dynamic activity, and during a lesson many things occur simultaneously, so it is not possible to observe all of them. Thirty students in a class may be responding to the lesson in many different ways. Some may be finding the lesson stimulating and may