

ADAPTING LEARNING AND TEACHING MATERIALS

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Izoh. Sinfdagi ta'lim va ta'lim sharoitlari dinamik, murakkab jarayonlardir. Samarali ta'lim berish uchun o'quv talablari, jarayonlari, o'qitish maqsadlari, yondashuvlari, o'quv dasturining mazmuni, sinf dinamikasi va protseduralari, materiallar va o'qituvchining tayyorgarligi o'rtasidagi o'zaro bog'liqlik aniq tushunilishi kerak. Shunga qaramay, materiallar o'qitish va o'qitish jarayonida muhim rol o'ynaganligi sababli, ELTning hozirgi bosqichi avvalgilaridan sezilarli darajada farq qiladi. Ingliz tilini o'qitish va o'rganish uchun materiallar butun dunyo bo'ylab barcha darajadagi o'qituvchilar va talabalar tomonidan qo'llaniladi. Deyarli barcha ingliz tili o'qituvchilari va talabalarini tilni o'rgatish va o'rganish uchun u yoki bu shakldagi materiallardan foydalanadilar. Kurs kitoblari va darsliklar eng ko'p qo'llaniladigan manbalardir, ammo yana ko'p turlari mavjud, jumladan audio va video kassetalar, gazetalar, reklama va boshqalar.

Kalit so'zlar: *o'quv materiallari, materiallarni moslashtirishga bo'lgan ehtiyoj, ko'rsatmalar berish, xatolar bilan bog'lanish, maqsadlarni belgilash, materiallarni moslashtirish strategiyalari.*

Introduction. The development of education system around the world would be required to study students of some of the most essential knowledge to improving for their good study. The different kinds of level of mixed ability in every class. Extreme situations, where near native speakers are mixed with beginners, can be quite difficult for the teacher. In these situations, it's critical to keep in mind that while each student will leave the class with something, it may not necessarily be what you intended to teach them or the same thing. For instance, the weaker students may start to be able to employ a new tense, while the novices may start to understand your classroom language.

In the past recent in ELT have resulted in a major shift away from stereotypical "school grammars" and "anthologies of prose and poetry" toward task-based and learner-centered resources. Similar to how the importance of learners' requirements, learning styles, and the development or adaptation of materials have come to be recognized, developments in ELT have focused on newer and experimental methodological issues.

Only through being exposed to the language present in coursebooks can a language be learned. This leads to the following assumptions:

1. Inbuilt - exercises and activities created in coursebooks using implicit or explicit selection, grading, and sequencing criteria fulfill the educational objective of including the student in the linguistic action.

2. Confirmation that teachers are using the coursebooks to prepare students for exams.

3. Confirmation that the coursebook outlines their duties: "finishing" the coursebook indicates that a teacher "did the job."

4. Some assurance that the coursebook is of high quality and that the teachers are not accountable for it.

When we examine assumption 1, we can see that it pertains to concepts that instructors may consider to be the basis of their direct knowledge. Yet, assumptions 2, 3, and 4 suggest that teachers must rely on others, selecting a textbook written by someone else. We must differentiate between adoption and adaptation when selecting a course book written by someone else. An avenue for material adaptation could come from the creative tension between the two. While adaptation refers to altering certain sections or locations of the coursebook to fit a specific class or level, adoption is the process of selecting and adopting a set of materials by someone else based on certain implicit or explicit criteria. Teachers must then present the resources to their students in the classroom. Regardless of how carefully the materials are created and the evaluation process is carried out, certain changes must be made at some point in all instructional environments. These modifications are a result of adaptation. The process of adaptation comes after and is reliant on adoption. Whereas adoption is concerned with the entire coursebook, adaptation is focused on the individual components.

- Rewriting reading texts and grading the language for various levels is one method of adapting resources. This might be the ultimate solution in a perfect world where teachers had unlimited time to prepare their lessons. The truth is that this kind of modification takes a lot of effort, and few teachers are truly willing to take this step to modify materials for mixed-level groups. Giving out various texts to different students can be difficult, which can be a problem with this kind of adaptation. They run the risk of realizing right away whether they have been classified as a weak or strong student, and in the case of the lesser pupils, they may feel humiliated, without a doubt, this will affect their motivation.¹

While using the same resources as the class's starting point, I'd like to suggest some strategies for helping your weaker students and providing extension assignments for your stronger students. In this manner, the teacher's preparation

¹ In C.J. Bruit (end.) *Teaching Literature Overseas. ELT Documents*, 116: 1-14. The British Council.

time is not much increased, and the group can continue to collaborate throughout the majority of the class.

- Grouping

It could appear counterintuitive to recommend pairing up stronger students with weaker pupils while also recommending the opposite. However, depending on the task and the class dynamics I think there are usually opportunities for both types of grouping. In order for pupils to work to their best capacity, it is a good idea to try switching up the strong and weak students while also allowing time for stronger students to collaborate.

- Giving Instructions

If you want weaker students to be able to follow the class, you must give them clear directions. Utilize stronger pupils to review the instructions, explain the tasks in their own language if necessary, and use hand motions in addition to words to convey the tasks.

- Error correction

More correction can likely be tolerated by stronger students. Avoid correcting poor students excessively because this will undermine their confidence. Urge kids to correct one another and hold the more capable students to a higher standard of correctness.

- Setting goals

Students will be more focused if they have goals for each class or for the entire term. Depending on the student's level, the goals may vary, but reaching them will offer everyone the same sense of accomplishment.

- Need for materials adaptation.

There are a number of incompatibilities that must be resolved in order to modify the necessary materials. Mismatches can occur between a textbook's guiding concepts and objectives and a teacher's own personal assumptions, attitudes, and skills, as well as between the period specified by the syllabus and the actual time restrictions. If applied correctly, the majority of textbooks suggest material customization. Using materials, however, necessitates adapting them to the level and requirements of students. The complexity of the teaching-learning context must be taken into consideration when matching levels and requirements. Interestingly, sometimes adaptation is seen as a change that should only be undertaken when the materials are "poor." Materials can be beneficial or detrimental in several ways.

- Strategies for materials adaptation.

There are different kinds of *adaptation strategies* that teachers can use. Let us begin with ' *simplification* ' and ' *easification* '. Simplification is a procedure or type of modification or ' re - writing ' activity that is adopted when the material is brought down to the level of the learner. For example, a passage is re - written by the teacher in a simpler language so that it becomes easy for the learner to

understand it . Traditionally , simplification was more confined to sentence - bound elements to match the text more closely to the proficiency level of a particular group of learners . However , the main application of this technique has been to texts most often to reading passages . *Easification*² , on the other hand , involves bringing the learner to the level of the materials so that it becomes easy for him / her . For example , the actual passage is not altered , but one or two extra activities are introduced before introducing the passage . The activities lead to the passage and prepare the learner to tackle the actual passage better . The teacher may use either of these strategies or both depending on the need of the situation.²

In conclusion, basic sense, teachers' inability to comprehend instructions prevented them from completing some of the adaption chores. This was due to both their inadequate language skills and ineffective instructional methods. The enthusiasm and interest of the students as well as the teachers' confidence were most affected by the multiple adaption exercises. . They all expressed a desire to participate in teacher development programs that would emphasize new techniques, the creation of educational resources, and teacher training courses to help students perform better in the classroom. They suggested topics for the development of their proficiency as well as professional ones that reflected on institutional and classroom limits. The reports also point to issues with the learner, the system, and the infrastructure. The implications of materials adaptation extend to other curricular areas, and an effort in this direction could result in novel outcomes.

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