

IMPORTANCE OF MATERIAL DESIGN IN LANGUAGE TEACHING

Chulliev Nuriddin Abdirashid ugli

EFL Teacher, National University of Uzbekistan faculty of Foreign Philology

E-mail: abdirashiduglinuriddin@gmail.com

ABSTRACT

The standards and methods by which teachers deliver lesson materials have a significant impact on students' success in the classroom. The quality of the teaching materials determines how effective a lesson is. To ensure that students are learning to their fullest potential, teachers must develop effective instructional materials. In addition to discussing different forms of teaching and learning materials, this article discusses material design in language instruction. There are given some instructions for language teachers on the development of materials for any aspect of language learning.

Key words: material designing, development, educational goals, essential factors, feedback, styles of learning, instruction materials.

INTRODUCTION

To ensure that students are learning to their fullest potential, teachers must develop effective instructional materials. Any device used to disseminate knowledge or gauge comprehension qualifies as a teaching resource. This broad category includes typical teaching tools like worksheets, movies, tests, and exercises. Teachers must take a variety of aspects into account while designing their products. Teachers will be more effective in producing high-quality teaching materials that foster learning if they take the time to evaluate educational goals and techniques before designing and delivering resources relevant to the particular body of students being taught. 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]. 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].

Goal-setting is viewed as the most crucial component of material design. It should be started by deciding what you want the students to know at the end of the lesson; this is referred to as the cognitive objective [5]. Otherwise, attempts resulted in a behavioral target, taking into account what the pupils were to be able to achieve at the

conclusion of the course. You will have a better idea of your goals if you set objectives before you start writing the content. You'll be more effective in producing content that meets the objectives of the class if you have this information.

Analyzing the audience is the second most important component. When developing materials, we should examine the group's characteristics, including their racial makeup, socioeconomic standing, and age. The little things, like bringing up locations or items the class would be familiar with and choosing topics they have some background in, will boost student engagement in the session and enable it to communicate to them on their level.

The next phase in this process is taking into account various learning preferences and choosing a delivery strategy. When students are invested in their preferred learning style, they learn more effectively. Language-learning materials need to accommodate different learning modalities, such as kinesthetic (learners prefer to do something physical, like follow game instructions), experiential (learners like to use the language and are more concerned with communication than with correctness), analytic (learners prefer to focus on discrete bits of the language and to learn them one at a time), and global (learners are happy to respond to whole chunks of the language). You should choose how you wish to deliver the information. Do you want to copy the image, or do you want to use an LCD projector to display it on a screen? Think about the delivery strategies that have worked well for your students in the past and the approach that best suits the variety of learning styles represented in your class.

The last but not least crucial factor is seeking ways to integrate technology. Using technology increases student engagement. Think about how you could use the technology that is now accessible while manufacturing materials. Use the technology at your disposal to help pupils learn if you have the chance to show them an online movie or ask them to complete a computer simulation.

The emphasis on education has changed from teacher-centered learning to student-centered learning in the age of digitization. To get the most out of their education, students are now able to learn at their own pace with the aid of many online and offline courses. Teaching learning material (TLM) is crucial to enhancing a student's capacity to learn freely and clearly.

Based on the topic, target audience, and best method, there are various types of TLM. [6]. These are some of the several instructional resources that teachers frequently use:

1. Visual Material: These consist of graphs, slideshows, printed textbooks, blackboards, flashcards, and more. By using these tools, most students' recall abilities improve, and the monotony of their learning is decreased.

2. Audio Material: CDs, radios, and tape recorders are some of the auditory aids. This tool aids in more efficient information delivery. Additionally, these resources aid in improving pupils' listening and focus skills.

3. Audiovisual Material: The audiovisual approach is the most effective at engaging kids in learning. It consists of movies, documentaries, videos, and online classes. For better understanding and increased attention, audiovisual aids are frequently employed in conjunction with traditional teaching techniques.

4. Computer-assisted Material: E-books, blogs, podcasts, tests, and smart classrooms are all examples of computer-assisted learning resources. By removing the need for teachers' and parents' physical aid, this study material fosters a culture of independent learning. Imparting knowledge students and teachers can purchase and sell materials, making them readily available. With so many options accessible, teachers and students can select the one that best fits the topic at hand. These resources are frequently combined to facilitate learning and practice. The use of TLM has a number of benefits, including simplicity, encouraging creativity and enjoyable learning, self-learning encouragement, and improved teacher-student relationships.

Following completion, the materials evaluation procedure and achievability can be graded using the following levels:

1. "WHAT IS THERE" (objective description)

- statements of description
- physical aspects of the materials
- main steps in the instructional sections

2. "WHAT IS REQUIRED OF USERS" (subjective analysis)

- subdivision into constituent tasks
- an analysis of tasks: what is the learner expected to do? Who with? With what content?

3. "WHAT IS IMPLIED" (subjective inference)

- deducing aims, principles of selection and sequence
- deducing teacher and learner roles
- deducing demands on learner's process competence

By revising or refining the instructional approach, it is possible to create learning materials that are appropriate for new settings and objectives. If we can identify or develop our instructional strategy, we can be sure to develop appropriate language learning materials for new contexts and goals [3].

A particular philosophy of teaching and learning, one founded on a particular educational strategy, such as "collaborative learning," "communicative approach," or

"learner-centeredness," may be sought to be reflected in the materials while they are still in the development stage.

CONCLUSION

Due to the numerous benefits of using teaching aids during the learning process, TLM is becoming a popular option for all modern educators. Designing effective teaching materials is essential to the achievement of students. In other words, the choice of teaching materials affects the instructional components of lesson planning in the classroom. In a perfect world, the teaching aids would be made to fit the subject matter being covered, the students being taught, and the instructor. Ensure that our course materials satisfy the needs and preferences of the students. We must thus understand the circumstances and purposes of our instruction as well as the objectives and goals of the language learners.

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