

Shuningdek, tilshunoslar tugallangan va tugallanmagan aspekt farqini bildirish uchun tez-tez perfektiv va imperfektiv atamalardan foydalanadilar (Berntsen va Nimbkar 1982 yoki Borg va Azzopardi-aleksand 1997). Ammo perfektiv atamasi biroz boshqacha tushunchani, ya'ni natijasi ma'lum bir vaqtda saqlanib qoladigan tugallangan hodisani bildirish uchun ham qo'llaniladi. Perfektivlikni tugallanganlikdan farqlash kerak bo'ladi, chunki uga bogliq hodisa yoki harakatning natijasi yoki uning hozirgi vaqtga aloqadorligi bilan bog'liq. Shuning uchun keltirib o'tilgan perfektiv atamasi ushbu oxirgi u bilan chegaralanishi mumkin shuning uchun perfektiv atamasini faqat ushbu tushunchaga ishora qilish uchun ishlatilishi mumkin.

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ADVANTAGES OF SUBJECT TEACHING

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Annotation: A specialist instructor oversees all work in the same subject across multiple classes. He may have a designated room where he takes his classes. A class instructor is in charge of all or most of a class's work during the course of the year. No hard and fast standards can be established to determine the basis on which the head of an institution should distribute work among the various members of the staff. Arguments can be made both for and against each form of organization.

Key words: teacher, specialist, standardized, math, primary school, special classes.

The advantages are pretty strong, given that it's probably the number one type of curriculum design used. For one thing, the curriculum developer only needs to be subject matter expert in one field, as does the teacher. It makes licensure/endorsement simple, too; if you're teaching math in a math class, you need to be licensed/endorsed as a math teacher, but don't have to worry about, say, history. You can build your lesson plans, which will change only rarely because the subjects we're teaching change rarely, once and then merely enter a continuous improvement cycle every year, if you're even that motivated.

There are several disadvantages too, though. One is that it's not learner-centered, which means that the curriculum by itself doesn't really care what the learner's needs are. We do have substantial research done on learning styles and preferences, and while that's been used too often to categorize students unfairly, it really can lead to lack of engagement on the student's part. It's just harder to engage students in an everyday or every other day lesson when it's just, say, math.

It's also not project-centered, which is my own personal preference. Projects, real-world experiences and applications are much more likely to engage today's students than lectures and worksheets. But projects tend to be interdisciplinary activities, bringing in ELA, science, math, and sometimes other standard subjects. So, while subject-centered curriculum silos the learning, project-centered breaks those down and bring subjects together.

A subject based curriculum is one that is divided into different subjects like maths or history. Each subject is distinct and there is little focus on making cross-curricular links. This type of learning focuses on the subject, rather than the individual.

A curriculum is designed with a specific educational purpose in mind. The goal is to improve students' knowledge base and overall learning. One of the main reasons for designing a curriculum is to ensure that education is standardized and that all institutions are aligned with each other in their goals.

For example, primary schools work to deliver a particular curriculum so that the students are ready for what they will learn at secondary school level.

A subject based curriculum is based on learning the details of a subject. Usually there is a predetermined list of standardized knowledge that all students are meant to acquire before the end of the course. This will then be examined in timed conditions to see if students have met the minimum required standards. If they fail to meet this standard they will either repeat the course or have to drop out of the institution.

There is a lot of focus on teacher instruction through lectures and questions, answers, and teacher-student discussions.

The overall goal of this kind of curriculum is to teach students information that they will use later, either in study or in their adult lives.

Progress is measured by how much of a subject a student has learned. For example, this resource outlines the fine motor skills that an EYFS student should have acquired throughout their year.

Each subject has its own rules and internal logic and is taught according to these. There is limited effort to make cross-curricular links between subjects.

A spiral curriculum has a lot in common with a subject based curriculum but has a lot of in-built repetition so that students are given multiple chances to get to grips with the important details in a subject. Typically, English is taught as a spiral curriculum in British schools.

This means that students will learn about poetry at all levels of their school career. They will first encounter rhyming poetry and acrostic style poetry in their early primary years, and by the time they leave secondary school, they will have spent time analyzing complex poetic structures like ballads and sonnets.

The purpose of a spiral curriculum is to introduce students to a concept and to delve a little deeper into the study of it as time passes.

Most primary schools in Britain use topic-based learning to meet the national curriculum's requirements. This means that they cover the subjects of maths, history, geography, and science. But they include them in overarching topics like the Ancient Egyptians or studying the environment.

The reason for studying subjects within topics is to bring the subjects to life for the children and to help teachers deliver engaging and exciting lessons that inspire the students in their study. In practice, this type of learning can sometimes be a little confusing if not well planned, and students can find it difficult to remember the particular features of studying the different subjects.

There is also the learner-centered curriculum that focuses on individual's needs, interests, and goals. Learner-centered curriculum design is meant to empower learners and allow them to make their own decisions about learning.

Differentiation is key in a learner-centered curriculum, as is giving students the opportunity to choose their own assignments. The thinking behind this is that it recognizes that all students are individuals and will have different needs and that this will help them stay motivated and engaged. The major drawback is that in practice it is incredibly labor intensive, and impractical with the large class sizes that many schools have.

A problem-centered curriculum similar in that it focuses on the students. The practice involves asking students to consider a problem and come up with a solution to the problem. These are typically drawn from real-life scenarios, so it enables students to become truly prepared for real life and to learn to be creative, and develop their independent thinking skills. Some companies and charities make visits to schools to involve students in exactly these types of projects.

A subject based curriculum is a logical way of subdividing the scheme of learning that students will have to follow.

It is easily standardized and helps students to move between institutions and to progress from primary school to secondary school without too many problems.

The subject based curriculum also allows students to recognize their own skills and weaknesses making them feel more in charge of their learning journey.

It is possible and desirable to determine in advance what all children will learn in various subjects and grades (classes). For instance, syllabus for all schools in Kenya are prepared and approved centrally at the K.I.E for Ministry of Education Science and Technology – The Kenya National Examinations Council is also involved. All the syllabuses are then sent to all the schools in the country irrespective of geographical position, status, resources, manpower available and cultural variations. It is expected that teachers prepare students based on the same syllabus. Students in all the schools cover the same amount of content in various subjects at the end of every level of education (primary, secondary levels). Students sit for the same examination to determine whether they have covered the amount of content expected of them.

It is feasible and necessary to determine minimum standards of performance and achievement for the knowledge specified in the subject area.

Almost all textbooks and support materials present on the educational market are organized on subject-by-subject format.

Also, tradition seems to give the design greater support. People have become familiar and more comfortable with this design and seem to view it as part of the system of the school and education as whole.

The subject centered curriculum is better understood by teachers because their training was based on this method as specialization.

The advocates of the subject-centered design have argued that intellectual powers of individual learners can be developed through this approach.

Curriculum planning is easier and simpler in the subject centered curriculum design. Imagine the period of planning, developing and implementing the curriculum. Also imagine what goes in your first staff meeting when every teacher is to be allocated his/her teaching load for the year and how this should be plotted on the daily school time-table. It is simply and easily achieved at a short time.

For some time, we have wondered if schools might help their teachers accomplish more by allowing them to focus more narrowly on what they do. This idea isn't new to education. Middle and high school teachers already specialize by subject so they can hone deep expertise in teaching particular content areas. But what if schools took this idea a step further by having teachers specialize not just by subject, but by the roles they fulfill in the classroom?

Teaching is a multifaceted job that might benefit from some streamlining. In addition to being content instructors (often in multiple content areas), we also expect teachers to be curriculum designers, assessment creators, and experts at evaluating student work and analyzing student learning data, not to mention experts in classroom management and culture, coaching students on self-management, providing students with social and emotional support, and being the primary school connection with parents and families. Add all these tasks to a teacher's pack of responsibility, and the burden becomes exhausting, if not crushing. Not only is it hard to get really good at any particular area of responsibility when juggling so much, but teachers likely lose a lot of time and energy switching between different tasks and trying to plan and prioritize all the things they need to do.

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