Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 1S, 111-119

Curriculum Improvement At Secondary Education

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ABSTRACT

Proper and adequate dissemination of knowledge cannot be achieved without well- thought and properly designed curriculum in education system. Significance of it should not be undermined in every stage of education. This paper intends to analyze and cast light on the incomparable role of curriculum particularly, signifying its enhancement in secondary education. Meanwhile, it should be noted that for the further development of it, learners' participation is equally important as developer's participation in an effort to identify the nuances in curriculum, thus acknowledging that collaborative effort is needed in the prevention of them. Progressively, it analyzes four main phases of its development, including design, dissemination, evaluation, and implementation. At the end, this paper highlights that learners involvement in curriculum improvement is welcomed in secondary education based on the proper instructions and guidance of its developers.

Keywords: Curriculum, needs analysis, curriculum development, design, dissemination, evaluation, implementation, learners' involvement, curriculum innovations, formative evaluation, summative evaluation.

Introduction

In education, a curriculum is widely defined as the totality of student experiences that take place in the educational process. The term is particularly related to a planned sequence of instruction, or to a view of the student's experiences concerning the educator's or school's instructional goals. A curriculum may include the planned interaction of pupils with instructional content, materials, resources, and processes to assess the attainment of educational objectives. Curriculum is divided into several categories:

the explicit;
the implicit (including the hidden);
the excluded;
the extracurricular.

When defined, curriculum is prescriptive, and is based on a more

general syllabus which only specifies what topics must be understood and to what level to achieve a particular grade or standard.

A curriculum is also concerned with a defined and prescribed course of studies, which students must accomplish so that they can pass a certain level of education. For example, an elementary school might have a discussion on how its curricula is formed to enhance national testing scores or help students learn fundamental skills. An individual teacher might also refer to his or her curriculum, intending all the subjects that will be taught during a school year. The courses are arranged in a way that learning a subject will be considerably easier. In schools, a curriculum spans several grades.

Whereas a high school might refer to their curricula as the courses required in order to achieve one's diploma. They might also associate it with an elementary school and utilize it to mean both individual courses necessary to pass as well as the overall offering of courses, which help prepare a student for further life.

A curriculum can be seen from different angles. What societies foresee as important teaching and learning accounts for the "target" curriculum. As it is usually demonstrated in official documents, it may be also called the "written" or "official" curriculum. However, at a classroom level the target curriculum may be changed through a range of complex classroom

interactions, and what is actually delivered can be seen as the "implemented" curriculum. What learners really acquire (i.e., what can be assessed and can be demonstrated as learning outcomes or competencies) involves the "achieved" or "learned" curriculum. In addition, curriculum theory may be classified as a "hidden" curriculum (i.e., the development of individual values and beliefs of learners, teachers, and communities without showing any intention; the unexpected influence of a curriculum; or the unforeseen features of a learning process). [7,85] Those who form the intended curriculum should have all these different measurements of the curriculum. However, the "written" curriculum does not convey the meaning of curriculum, it is essential because it demonstrates the vision of the society. The "written" curriculum is usually expressed in understandable and user-friendly documents, such as curriculum frameworks and in relevant and helpful learning educational materials, such as course textbooks, teacher instructions, and assessment instructions.

In some cases, people see the curriculum wholly in subjects that are taught, and as set out within the set of textbooks, and forget the wider objectives of competencies and personal development. This is why a curriculum design is essential. It establishes the subjects within this extensive context, and shows how learning experiences within the subjects need to assist to the achievement of the wider goals. Curriculum is almost always defined in relation to schooling process. According to some, it is the major division between **formal** and **informal education**. However, under some conditions it may also be implemented in informal education or free-selective learning. For instance, a science museum may have a "curriculum" of what topics or exhibits it intends to show. The national curriculum introduces pupils with an essential knowledge that will be required and applied in their further life. It acquaints pupils with the best knowledge and helps to give rise to an evaluation of human creativity and achievement.[40,p5]

The national curriculum is just one indispensable part of the education system. Both time and space are available in the school day and in each week, term and year to be ranged across the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can design exciting and inspiring lessons to assure the development of pupils' knowledge, understanding and skills as part of school curriculum.

The Secretary of State for Education is required to publish program of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organize their school day, on condition that the content of the national curriculum program of study is taught accordingly to all pupils. The Secondary curriculum is a skills-focused program that supplies students with a broad and balanced knowledge of key subjects, as well as effective critical thinking and communication skills. These important courses will boost pupils' critical thinking and analytical skills and their ability to communicate ideas effectively. Students will develop specific skills that will allow them to be successful across all subject areas, and will show assistance with future challenges at university and in the workplace.

The curriculum is associated with the lessons and academic content to be delivered to a learner in the school. In other words, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It involves the main objectives of learning, courses of study, subject-intended instructional objectives and content, pedagogical practices and assessment guidelines.

According to Marsh [9,15-20], curriculum design encompasses planning, formation and producing processes which come together with the accomplishment of a particular set of materials. It also includes teaching activities applied in teaching processes.

Ornstein and Hunkins [12, 25] assert that curriculum development is concerned with the way how a curriculum evolves or is planned, applied, and assessed as well as what different people, processes are included in the formation of the curriculum. Oliva sees it as intended and well organized attempts for ordering and directing learning experiences, and thus as a comprehensive term which includes planning, implementation and evaluation. Carl also sees it as an umbrella concept for the process which is signified by the collaboration of stages such as curriculum formation, knowledge dissemination, implementation and assessment.

The curriculum must concentrate on new conditions of society and differing necessities of today's young people. Curriculum development is thus focused on enhancement of the curriculum in order to improve or develop people. Pupils' achievement of curricula objectives is the main criterion for judging its success at the school level.

Through the development of curriculum, we can discover new ways to ensure more quality learning experiences. The curriculum developer continuously shows an effort to find newer, better

and more productive ways to complete the task of educating the young.

The phase of curriculum development Curriculum development is a "-collective effort" by groups, agencies and individuals from both the school and the community. It is a "practical enterprise", a process that involves issues of power, people, procedures and participation Gattawa identifies two change agents operating throughout this enterprise. First, there are agents of society outside the immediate educational field. Secondly, there are agents which are indispensable parts of the educational system itself. The schools, teachers and pupils account for the part of this system. Learners are unfortunately considered by some curriculum developers to be passive consumers of curricula. Curricula are thus developed and implemented without reference to them. This approach does not pay dividends in the final analysis, because if not appropriately included and re-educated, learners will not readily accept the present attempts to transform schools into establishments of effective activities.[15, 267]

Although learners are not the developers of the curriculum, their view influences greatly on the content change. They may either resist or facilitate change. Thus many specialists today are advocating for learner involvement in curriculum development as well organized participation tends to generate "psychological ownership" of the resulting program.

Developing the curriculum is not a neat and easy process. It may be weighed down by challenges including time (long-term planning may thwart change as situations are dynamic), cost (the cost of research, development of materials and reduce of personnel) and attitudes (of educators, learners and society who may resist or feel threatened by the new curriculum) Carl identifies four phases in developing curricula, namely design, dissemination, implementation and evaluation. Schematically, his model may be designed as follows:

DESIGN
DISSEMINATION
EVALUATION
IMPLEMENTATION

Curriculum development, as shown in the above model, is a dynamic, interactive and progressively changeable process. It can begin with any one of the four curriculum phases, depending on the intention of the developer. Its cyclical nature suggests that it is an activity with no beginning and no end. Because schools and learners are forever changing, curriculum development is a never ending activity. Thus the above model is appropriate for this study, as it is a true reflection of curriculum development as it occurs in a school. It is within each of these four phases of curriculum development that learners' roles will be investigated in this study.

From the foregoing discussion, it is manifest that curriculum development is a process whereby an idea for enhanced instruction acquires concrete form, is tested in representative settings, is reviewed and rechecked until judged successfully, and is ultimately made available for use in classrooms throughout the nation.

The following discussion will examine each of the four curriculum development phases in turn, namely, design, dissemination, implementation and evaluation, to establish whether curriculum experts perceive a role for learners in any of them.

Clarification of concept

Ornstein and Hunkins define curriculum design as the arrangement of the elements of a curriculum into a substantive entity. It is that phase during which a new curriculum is planned, or an existing curriculum is planned, after a full reevaluation has been carried out, sees curriculum design as the preliminary phase of curriculum development when the curriculum workers make decisions and take actions to establish the plan that educators and learners will carry out[19,34]

Marsh asserts that curriculum design is initiated by the recognition of some school problem. Relevant data about desired changes are then organized and placed in the form of an action plan. Such a plan communicates to all participants at many levels what the purpose of learning ought to be, how those purposes might be carried out through teaching-learning situations, and whether the purposes and means are both appropriate and effective.

Principles of curriculum design

Good curriculum design involves inclusion of the following six principles:

Conducting a needs (situation) analysis.

Stating what is wanted in the curriculum in the form of aims, goals and objectives. Making judgments about what learning content is most suitable for a particular learning situation.

Selecting learning opportunities.

Selecting learning experiences.

Evaluating the effectiveness of the new curriculum or program

Curriculum design is a continuous process with the six principles interacting and showing coherence among them. The process is not constrained by a fixed procedure, thus it allows developers to change direction, re-appraise and

modify in any sequence any of the curriculum elements.

The importance of these principles for this study cannot be overemphasized because learning is an active process during which the elements of curriculum design make their impact on the learners. Many children come to school with a passion to find out about the world and to become competent adults in the future, but are often "turned off' because much of the curriculum mandated to them seems uninteresting or irrelevant. The question of whether learners in secondary schools can be involved in designing the curriculum, will be addressed in the following discussion.

Learners' role in curriculum design

Research has shown that educators have been "foot dragging" and divided in rendering an opinion about the ability of learners to participate in determining their own destiny. Learners have sensed this division and confusion and have proceeded to seek answers to the questions for themselves. Their answers have been manifested in student protests and demonstrations or extreme apathy Learners can either resist or facilitate change. This mainly happens at the secondary level when learners begin to conceptualize what is good for them.

Doll maintains that involving learners does not mean allowing them to dictate the entire curriculum, neither does it mean "self government" nor the assumption by learners of the discipline and management of the school. At the same time, a curriculum that is not developed in part by learners may be weak.

Smith argue that it is usually administrators and teachers who make decisions about what is to be taught and how and when it is taught. Rarely are learners part of this decision making process. They maintain that if teachers and administrators are truly to understand and work with adolescents, they should begin listening to the adolescent voice. Kaufman and Herman urge that learners with their actual or anticipated performance should become partners for designing curricula. If the learner is not involved in curriculum design, the curriculum seems phoney, because it relates poorly to the realities of their lives.

Throughout the twentieth century, many curriculum thinkers have advocated for the serious consideration of the interests and concerns of learners in curriculum design. They have therefore strongly advocated for "teacher-student planning". In this approach, the curriculum is not pre-planned by adults, but evolves as a learner, or a group of learners and their teacher, explore something of interest In teacher-pupil planning, teachers may define a range of objectives and any number of content items, activities, resources and measuring devices related to them. Following this, learners may be involved individually, in small groups or the whole group in selecting any one or more of the possibilities in each component. Thus the components of curriculum design become relevant, meaningful and important to the individual learner as they have not been defined entirely by someone else, and the design becomes individual centred as the learner has played a dominant role in it. Bean identified the following advantages of teacher-pupil design: It provides a model of democratic living based on co-operative and participatory decision-making. Supports mental health by providing opportunities for a sense of belonging. Strengthens teacher-student relations by the suggestion that learning is a mutual adventure.

Offers learners a chance to express their own ideas and interests.

Offers teachers the chance to know what is important and interesting to learners. It enhances social competence by offering learners opportunities to participate. Researchers have identified the following as some of the ways through which learners directly or indirectly may be involved in designing the classroom curriculum:

Their perceptions of their programmes (their deficiencies, pitfalls and suggestions on how to improve them) may be obtained through individual or group inter-views, questionnaires, opinion sampling, surveys, classroom discussions and voting on alternative programme plans.

Surveys should ask what students want to learn and how they prefer to learn. Learners may be accorded memberships on curriculum councils or their schools' student constituencies to determine the wishes, values and desires of the student body and make them known to the administration. Their contributions, which are sincerely sought by teachers, curriculum specialists, parents and other learners on the committees may provide clues for intelligent curriculum decision making.

Reid maintains that learners may be consulted about the curriculum as a resource for personal development by conducting curriculum practice in the form of a discussion. Their knowledge may be utilized as a source of mutual enlightenment on issues such as curriculum careers and relevant subjects.

Learners may identify questions and plan issues meriting study. This allows learners to

assume responsibility with teachers on joint agreements

The last principle in designing a curriculum is evaluation.

It is important to define it at this stage as it may be confused with summative evaluation (the last phase of curriculum development), which aims at getting a total picture of the quality of the produced curriculum..

Evaluation as a principle of curriculum design is referred to as formative or instructional evaluation as it takes place during the teaching-learning process. It aims at identifying weaknesses in pupil performance and how to remedy them with respect to a particular lesson or programme. It assesses the instructors' performance and the effectiveness of a particular approach or methodology (Oliver, 1988:149). Its focus is on learning outcomes and thus finally leads to the unit program being redesigned or adopted. This type of curriculum evaluation poses no threat to learners:), for as learners make personal decisions about the areas they would like to study by identifying areas of low interest and little capability, as well as areas in which they excel, they will be evaluating every part of the exploratory programm.

Strategies such as self and peer evaluation, by marking each others scripts in class, inviting learners to provide input from the standpoint of the recipients of the programme through discussions and interviews, asking learners how they like what they are being taught may be employed. The more alert learners can point out pitfalls that professional planners might be able to avoid, for as Oliver (1988:133) points out, the learner is often in the best position to provide feedback about the product — the curriculum. Oliver further maintains that learners can make a valuable contribution to curriculum improvement by evaluating the teachers instruction. Evaluation done unanimously by the learners (through discussions with the schools' advisory councils, making judgements and inferences about their own work, the teacher's work or prescribed texts) can provide valuable clues for modifying a curriculum and improving methods of instruction.

Wiles and Bondi maintain that at a minimum curriculum leaders should consider the learners' opinion as a catalyst for criticism to prescribed curriculum changes in the 1990's. The foregoing discussion proves that researchers acknowledge learners' potentiality of designing a curriculum, and urge therefore that since they are the direct recipients of the benefits and harm, which result from curriculum change, they be allowed to join forces with educational personnel in the complex job of designing a curriculum.

Curriculum dissemination

Change is an inherent part of dissemination. Carl Hus regards curriculum dissemination as that phase in curriculum development during which the climate for the envisaged change is created, curriculum consumers are prepared for the intended implementation, and information is disseminated[15,26]

Dissemination is also viewed as specific procedures used to inform individuals or groups about an innovation and to gain their interest in it as well as to transmit educational ideas, materials and practices from their point of production to all locations of potential implementation.

In a school situation, information about the intended curriculum may spread to a neighbouring classroom or members of the same department, but it can also spread much further afield.

Principles for sharing curriculum achievements

According to Marsh (curriculum dissemination is not always planned and structured. Chance dissemination or diffusion may also take place. Such chance dissemination, however, reduces the chances for successful implementation because it is not goal directed. Curriculum dissemination must be based on good, effective and purposeful decision-making (involving meetings, plans of action, timetables, distribution of information circulars and organized in-service training programmes), as these happenings must progress in a methodical and structured way identifies the following main principles in the dissemination process[17,65]

Translocation, which includes administrative processes such as the distribution of syllabi, production of textbooks, courses and visitation of schools by project team members or inspectors.

Communication refers to the passage of information about an innovation from one person to another through personal contact, printed material or the use of other media. Animation refers to the need to provide a stimulating and motivating environment for change. Re-education implies that considerable understanding and commitment are required for effective curriculum implementation.

The following discussion will focus on whether learners may be involved in any of the above principles.

The enacting of curriculum innovations

Oliver maintains that learners can communicate their perceptions and those of their peers, as well as the nature and purpose of curriculum innovations, to their parents and community members. Learners can thus help to make their parents receptive to curriculum changes and to acquire enthusiasm and dedication for the implementation of curriculum innovations.

Communication of curriculum innovations seems to be the only principle of the dissemination phase in which secondary learners can be involved. There is no research evidence of their involvement in the dissemination principles of translocation, animation and re-education.

Clarification of concept

Fullan and Pomphret define implementation as "...the actual use of a curriculum or syllabus or what it consists of in practice". Implementation is thus as Carl states, the application phase of not only core syllabi but also the schools' broad curriculum, every subject curriculum and every lesson/unit[25,76]

Oliva and Lewy see curriculum implementation as the process of translating curriculum plans into action, while Wiles and Bondi view it as some sort of management system that takes the basic plan for changing or improving the curriculum and "drives" it toward completion[14,46].

Since curriculum plans are translated into action in the classroom, the designer's work reaches fruition only when the curriculum makes an impact on the learners.

Principles of curriculum implementation

Most researchers identify three principles to the educational change process, namely: adoption, implementation and institutionalization.

• Adoption

Adoption refers to the users' decision to use a particular innovation New curricula programmes should be implemented on a pilot basis and the results compared with the initial identified curricular need. Intensive tryouts can be carried out with a small number of mixed ability learners. High ability learners can offer criticisms, identify difficulties and suggest revisions and less able learners can provide data in the form of errors.

Pilot testing is continued until the programme is ready for field testing. The field test implements the final version of the curriculum emerging from the pilot test. It is carried out under conditions as close as possible to those that will prevail when it is installed on a regular basis and with learners as typical as possible. Thus the field test provides a semi-public demonstration of the innovation. Depending on how well the new programme is meeting the stated curricular need, a decision to either terminate, revise or adopt a new programme as part of the permanent curriculum, can be made.

Armstrong asserts that learners' involvement in testing the new programme is different from that of people who are actually part of the curriculum development team.

Implementation

Implementation of a curriculum programme involves modification and adjustment of an innovation to meet the specific needs of the learners (adaptation), as well as installation, which refers to the building of a framework and support system for the introduction of an innovation and its utilisation in schools.

There is no researchers' evidence of learners' involvement in the adaptation and installation of curriculum innovations.

Institutionalisation

Institutionalisation is said to have taken place when a new curriculum is completely accepted in a school and the activities associated with it are a matter of routine. It embodies the interactions between learners, teachers and materials, and serves as the ultimate criterion of implementation.

Learners' involvement in curriculum implementation

Ornstein and Hunkins point out that there is limited research to guide us on how to involve learners in curriculum implementation [19,75].

Researchers, however, acknowledge that if the curriculum is to come to life, be meaningful and realistic, then learners must be given ample chances for implementing it. The more advanced learners can serve as mentors, tutors and role models for others. They can also visit other classes to read their poetry or perform songs they have written. Treating learners as "prosumers" of learning – that is, consumers who also produce – puts them in the centre of the teaching act. By leading small groups of their peers, for example, learners become implementers and interpreters of the curriculum. A trusting relationship must exist between the teacher and the learner for successful implementation to take place.

Pratt asserts that learners become indirectly involved in determining the success of new curriculum programmes. Their comments on course evaluation, discussions and voluntary choices indicate the programme's effectiveness. Attendance and drop-out rates, increase in

enrollments in a course and increase or decrease in morale indicate acceptability, while learner interviews may reveal the efficiency of the programme. These indications lead to the adoption and final installation of new curriculum programmes.

Secondary learners may also be involved in drafting classroom rules and regulations and may assume supervision and management roles in the school through the prefectorial and monitorial systems.

Action learning projects, independent study programmes, study tours, field trips and excursions are some of the ways through which learners may be involved in implementing the curriculum.

Recent research views curriculum implementation as a political process as well as one in which teachers have some power over what will or will not be implemented in the classrooms. Hence the scarcity of evidence by recent researchers of the learners' involvement in this phase of curriculum development.

Clarification of concept

Curriculum evaluation is the process by which the successes of both learners and, educational programmes are determined. It is a process or cluster of processes that people perform to gather data for purposes of passing judgment, measuring the performance of pupils against set standards and feeding relevant information to decision-makers.

This definition will be adopted in this study to identify whether learners can be attracted in this process, which obviously presents an information base for policy or action.

Principles of curriculum evaluation

In view of curriculum evaluation involving the collection and provision of evidence on the basis of which informed decisions can be made about the curriculum, the process involves the following principles.

Initiation

Involved here are activities such as engaging an evaluator or evaluation group, arousing peoples' interest and commitment and clarifying the purpose of the evaluation to everyone. Data needed for the evaluation, how to collect it as well as criteria for evaluating it, must be determined.

Collection of evidence

This is done through surveys, interviews, classroom tests, observations and holding meetings with learners. Processing and reporting of evidence. This is the point at which the actual evaluation takes place, Whoever has been charged with the responsibility of making the decision about the results of the measurement, now makes the judgement (evaluation) and the decision about what to do next.

It is against the background of these principles that learners' involvement in evaluating a curriculum programme, will be determined in this study. It is crucial at this juncture to distinguish between two types of evaluation, namely formative evaluation and summative evaluation.

Broadly speaking, evaluation focuses on objectives, content, outcomes and the whole curriculum.

Formative evaluation

Formative evaluation involves an on-the-spot investigation by the evaluator of the content, materials, methodology and educational outcomes (lbid:56). It consists of the formal and informal techniques, including testing, that are used during the period of instruction. It ensures that all aspects of the project are likely to produce success, and stops projects that are doubtful from reaching schools. It is thus not relevant for evaluating the whole spectrum of curriculum development.

Summative evaluation

Brady and Oliva define summative evaluation as the assessment that takes place at the end of a course or year to give a final indication of a students' progress. [20,45]. This type of evaluation is only relevant for utilization by educators at the end of an instruction. Summative evaluation, worthy of note here, is that undertaken after the project has been completely developed, and after it has been implemented school wide. Its purpose is to ensure that the projects' developmental processes (its design, dissemination and implementation) have been satisfied and that no further changes are necessary. Summative evaluation in also a comparative analysis in that it tries to establish whether a project is better than what it replaces, or other alternatives. Thus evaluation, as points out, goes well beyond instructional evaluation into the assessment of the programme, provisions, procedures, products and processes.

It is against this type of summative evaluation that researchers' perceptions of the earners' roles in curriculum evaluation, will be investigated in the following discussion.

Learners' role in curriculum evaluation

Evaluating the whole curriculum is not asserts that curriculum evaluation is a job for professionals, and that learners cannot be used as evaluators in the sense of collecting information, but are a valuable source of information. Thus they should be included in population samples for evaluation.

The definition adopted in this study defined evaluation as professional judgement of the ongoing processes involved after a curriculum has been developed and fully implemented. It can therefore be undertaken by curriculum experts and experienced teachers, who would gather information on which to base their judgements).

From the foregoing discussion it is apparent that conducting curriculum evaluation is a tedious and costly exercise, which requires expert knowledge and research skills and can therefore not be entrusted to learners.

CONCLUSION

The literature reviewed in this study has revealed that researchers acknowledge the legal and democratic right of learners to be involved in curriculum development. It has further revealed that learners want to be involved in developing curricula but that because of their inexperience and lack of skills in developing curriculum programmes, curriculum development decisions cannot be left entirely in the hands of learners. Their input is, however, considered vital where they are capable of participating.

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