

**PEDAGOGIK MODEL: MOSLASHTIRILGAN DARS  
DIZAYNI VA O'QITISH STRATEGIYALARI****Samijonova Dilnoza**

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**Annotation:** *Ushbu tezis ingliz tili darslarida o'quvchilarning individual ehtiyojlari, qiziqishlari va qobiliyatlariga moslashtirilgan dars dizayni va o'qitish strategiyalarini ishlab chiqish, eksperimental sinash va ularning samaradorligini ilmiy asoslashga bag'ishlangan. Tadqiqot O'zbekiston ta'lim tizimi kontekstida ingliz tili o'qitish samaradorligini oshirish, o'quvchilar motivatsiyasini kuchaytirish va metakognitiv ko'nikmalarni rivojlantirish muammosini hal etishga qaratilgan.*

**Keywords:** *Moslashtirilgan dars dizayni, o'qitish strategiyalari, ingliz tili o'qitish, metakognitiv strategiyalar, o'yinlashtirish (gamification), o'quvchilar motivatsiyasi, yozuv malakasi, differensial o'qitish, O'zbekiston ta'lim tizimi, kvazi-eksperiment.*

**ПЕДАГОГИЧЕСКАЯ МОДЕЛЬ: АДАПТИРОВАННЫЙ  
ДИЗАЙН УРОКОВ И СТРАТЕГИИ ОБУЧЕНИЯ****Самиджонова Дильноза**

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**Примечание:** *Данная диссертация посвящена разработке дизайна уроков и стратегий обучения, адаптированных к индивидуальным*

*потребностям, интересам и способностям учащихся на уроках английского языка, экспериментальной проверке и научному обоснованию их эффективности. Исследование направлено на решение проблемы повышения эффективности преподавания английского языка, повышения мотивации учащихся и развития метакогнитивных навыков в контексте узбекской системы образования.*

**Ключевые слова:** *Адаптированный дизайн уроков, стратегии обучения, преподавание английского языка, метакогнитивные стратегии, геймификация, мотивация учащихся, навыки письма, дифференцированное обучение, узбекская система образования, квазиэксперимент.*

### **PEDAGOGICAL MODEL: ADAPTED LESSON DESIGN AND TEACHING STRATEGIES**

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**Annotation:** *This thesis is devoted to the development of lesson design and teaching strategies adapted to the individual needs, interests and abilities of students in English lessons, experimental testing and scientific substantiation of their effectiveness. The research is aimed at solving the problem of increasing the effectiveness of English language teaching, enhancing student motivation and developing metacognitive skills in the context of the Uzbek education system.*

**Keywords:** *Adapted lesson design, teaching strategies, English language teaching, metacognitive strategies, gamification, student motivation, writing skills, differentiated teaching, Uzbek education system, quasi-experiment.*

In today's era of globalization, the need to learn English is growing. Improving the effectiveness of English language teaching is also a priority in the Uzbek education system. However, the different levels of knowledge and abilities of students, differences in motivation levels, as well as uniformity in the learning process sometimes reduce the effectiveness of learning. Customized lesson design and teaching strategies serve to improve the quality of education by adapting to the individual needs, interests and learning styles of each student. This strengthens the internal and external motivation of students, develops their metacognitive skills, and ultimately creates the basis for deep and independent learning of English. As noted in the materials provided, the need to develop practical recommendations to improve existing textbooks, teacher qualifications and the learning process in the context of Uzbekistan further increases the relevance of this topic.

Traditional lesson design often uses a one-size-fits-all approach that fails to take into account individual differences. As a result, some students may become bored and others may not be able to master the material. This reduces students' motivation and prevents them from fully realizing their abilities. General approaches to developing aspects such as writing skills, vocabulary, and grammar in English lessons are not always effective. In particular, the results of a quasi-experiment on the impact of metacognitive strategies on writing skills show that specific approaches lead to significant positive changes. The mechanisms for identifying different abilities of students and providing appropriate education for them are not sufficiently developed in the Uzbek education system.

A pedagogical module is a "mini-course" or "subject block" that can be part of a larger curriculum, but can be completed independently and with a final result.

The main characteristics of a pedagogical module are:

1. Goal-oriented: Each module has specific learning objectives. For example, "writing business letters in English" or "solving differential equations in mathematics".
2. Independence and Integrity: The module is a self-contained whole. It can be separated from other modules and studied separately.
3. Structured: Each module contains materials, tasks, practical exercises and assessment methods arranged in a logical sequence.
4. Flexibility: Modules can be adapted to the needs and pace of different learners. They can be offered in different options for learners at different levels. They can also be easily integrated or removed from different courses or programs.
5. Competency orientation: Often, modules are aimed at developing a specific practical skill or competency in students, rather than simply imparting knowledge.
6. Assessment mechanisms: Each module has its own assessment system (tests, practical work, projects, etc.) to determine how well students have achieved the module objectives.
7. Learning resources: All materials needed to master the module (textbooks, manuals, videos, audio materials, online resources) are specified within the module.

**The main purpose and advantages of pedagogical modules:**

- Providing an individual approach: Allows students to learn at their own pace and according to their needs.
- Transparency of the learning process: The specific objectives and assessment criteria of each module are clear to students and teachers.



- Upgradability and flexibility of courses: When new knowledge or requirements arise, it is easier to update or replace only the relevant modules, rather than the entire course.

- Professional development: Many professional development courses are organized in the form of modules, which allows specialists to quickly and efficiently master the necessary skills.

- Convenience for teachers: Provides a systematic approach to planning lessons and creating materials.

In your thesis on the topic "Adapted Lesson Design and Teaching Strategies", the concept of "pedagogical module" is very important. The "Adapted Lesson Design Model" that you have developed may actually consist of a number of pedagogical modules. For example:

- "Metacognitive Strategies Training Module": Includes specific exercises, tasks, and assessments aimed at improving writing skills.

- "Gamification Elements Integration Module": Includes instructions for introducing gamification methods into the lesson, game examples, and evaluation of their effectiveness.

- "Student Motivation Enhancement Module": Teaches strategies such as the role of the educator, providing feedback, and visualizing progress.

- "Ability Diagnostics Module": Teaches multi-method, dynamic assessment methods for identifying individual student abilities.

To develop, experimentally test, and substantiate the effectiveness of a customized lesson design model and teaching strategies that match the individual needs, interests, and abilities of students in English language teaching.

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