Competency-based teaching system

(Training module for applying the discipline-specific standards in primary classes)
Competency-based teaching system. Training module for applying the discipline-specific standards in primary classes, Dushanbe, 2015
Contents

Program of the training module “Competency-based teaching system” ..................................................4
Introduction ...............................................................................................................................................6
Session 1. Introductory lesson ..................................................................................................................7
Session 2. Familiarization with the structure of discipline-specific standards .............................................8
Session 3. Sequel of familiarization with the structure of discipline-specific standards (competencies stemming from teaching disciplines) ........................................................................................................11
Session 4. Organizing the competency-based teaching process ...................................................................13
Session 5. Familiarization with the curricula structure ..................................................................................15
Annexes ..................................................................................................................................................18
**Program of training module “Competency-based teaching system”**

This training program and module represents an integral component of training module series produced to apply the discipline-specific standards in primary classes. Principal objective behind this training program and module is to extend methodical support to teachers in applying the competency-based standards and teaching curriculum with a focus on students of primary classes, which are implemented through teaching and practical exercises, put in place by teachers.

This training program and module is specifically designed for teachers’ advanced courses and encompasses 10 academic hours. Though mastering this training program and module, teachers of primary classes will be able to achieve the following objectives:

- Get familiarized with the concepts of “competency” and “indicator” and discuss thereof;
- Explain the competency concept;
- Practice the ways of planning competency development;
- Get familiarized with the principles of developing standards, needs for transition into the competency-based system in education;
- Analyze and discuss the standard structure of teaching the “Tajik language” and “Mathematics”;
- Get familiarized with competencies and indicators of mathematics for Grades 1-4 and specify differences between them;
- Get familiarized with competencies and indicators of Tajik language for Grades 1-4 and specify differences between them;
- Obtain information about the structure, implication and contents of training curriculum for Tajik language and mathematics for primary classes and be able to work on them.

The list of sessions and outcomes from this training curriculum is provided in the schedule below.
<table>
<thead>
<tr>
<th>Session</th>
<th>Training Outcomes</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introductory lesson (opening remarks, goals and objectives,</td>
<td>• To get acquainted with training goals and objectives;</td>
<td>2</td>
</tr>
<tr>
<td>acquaintance, adoption of common rules, expectations,</td>
<td>• To pass test for determining one’s basic knowledge.</td>
<td></td>
</tr>
<tr>
<td>pre-training test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Familiarization with the structure of discipline-specific standards</td>
<td>• To be able to explain basic concepts used in discipline-specific standards;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• To list the ways of applying discipline-specific standards;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to interpret the basic principles of developing discipline-specific standards;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the goals and objectives of teaching Tajik language and mathematics and be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>able to bring examples.</td>
<td></td>
</tr>
<tr>
<td>3. Sequel of familiarization with the structure of discipline-specific</td>
<td>• To be able to interpret the concepts of competency,</td>
<td>2</td>
</tr>
<tr>
<td>structure (competencies stemming from teaching the disciplines)</td>
<td>indicator and assessment of competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to list and explain competencies typical to the Tajik language and mathematics;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to list and explain educational competencies stemming from teaching the Tajik language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and mathematics;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to explain a teacher’s competency with examples.</td>
<td></td>
</tr>
<tr>
<td>4. Organizing a competency-based teaching process</td>
<td>• To be able to explain basic concepts reflected in the standard;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• To be able to explain paying attention to individual specifics through bringing examples;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To list and explain the effective teaching fundamentals;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the ways of developing thinking skills through concrete examples;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the ways of interlinking teaching different disciplines.</td>
<td></td>
</tr>
<tr>
<td>5. Familiarization with the curricula structure</td>
<td>• To be able to list the curricula structure;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• To be able to list and explain integral components of the curricula;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to state the curricula goals and objectives.</td>
<td></td>
</tr>
</tbody>
</table>
Dear reader! Before commencing to train and analyze this material, we would like to orient your attention to several principal and essentially important questions. You will find answers to a part of these questions in this guidance. You will explore responses to other questions during the training process.

**What is the importance of this module and why it should be learnt?**

In the global rapidly changing world full of diversified contrasts, citizens should possess the qualities like a spirit of enterprise, innovation, versatility, competence, sense of responsibility, creativity and constructiveness. Educated individuals having sustainable cultural and moral qualities and competence select the ways of making data (information) accessible through different means, analyze and evaluate its contents and comprehend complex issues in the surrounding world. They will be able to forecast and address diverse educational and life circumstances alone and in cooperation with others. They comprehend their own responsibility before the family, the public at large and the country. Favorable grounds should be arranged to develop these qualities particularly in the primary stage of education. This important point comprises the principal criteria behind new standards offered for teaching.

**Did the existing curricula and educational system include these issues?**

Profound learning of discipline-specific knowledge has been prioritized in the traditional education. In the Tajikistan’s present circumstances, in connection with labor market requirements and rapid development of socioeconomic relations and coverage of increasing data distribution media (Internet, television, etc.), being only equipped with knowledge is not sufficient and practical application of knowledge and skills are the most important factors on the way to children’s socialization and achieving the desirable outcomes.

From this viewpoint, developing a student’s competency represents a way to get rid of the emerged condition. It is one of the answers to a question that which educational outcome is necessary for today’s student and that meets the needs of today’s world. Competency-based educational system allows eliminating the contradiction between the necessity for ensuring quality education and increasing the workload as well as teaching through applying traditional methods. In other words, traditional methods and increasing the number of academic hours, it is impossible to train the student for today’s and tomorrow’s life.

Thus, on a par with possessing discipline-specific knowledge, skills and abilities, today’s student needs other competencies that are necessary to address personal and social problems of today and tomorrow.

Except for school and or educational institution, who will facilitate the development of these competencies?
Session 1. Introductory lesson

Scope of issues to be discussed: discussion of training goals and objectives, acquaintance, expectations from the training, adoption of common rules, completing pre-training test.

Training outcomes (competencies): By the end of this session, participants will be able to:
- get familiarized with training goals and objectives;
- pass test for determining one’s own basic knowledge.

Methods and ways of training activity:

T-plan, “Exhibition”, mini-lecture, (test) questionnaire, introduction and discussion

Training means:
- Educational leaflets for groups;
- Large white sheets of paper (flip chart);
- Color markers;
- Small color papers (posters) having not less than two colors;
- Scotch tape.

Session’s process

Activity 1: Prior to begin the activity, draw T-plan using a flip chart and hang on the classroom board. Afterwards, welcome the audiences into the session and organize the activity of expectations from the training session. You may make use of the following sample.

Initially, distribute small color papers (posters) to participants and give the following instruction: in two pieces of paper distributed to you write answers to the following questions. Prepare answers using the left column for one of the questions and using the right column for another question.

<table>
<thead>
<tr>
<th>What do you expect from the training?</th>
<th>What can I offer to the group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note your expectations from the training. Have you been aware about the training goals and objectives beforehand?</td>
<td>Which of your own knowledge, skills and abilities you would like to share with others during the training?</td>
</tr>
</tbody>
</table>

Organize exhibition (“gallery”) in the classroom board then. “Throughout the day during the breaks you can read ideas from the classroom board, get closely familiarized with its authors and discuss thereof. During the last day we will come back to it.”

Activity 2: Depending on time and circumstances, you can make use of the following examples for getting acquainted:

a) Record two questions in the classroom board and instruct audiences to introduce themselves to other using two sentences within the time limit of one minute:
   1. One’s own name and family name, specialization and interest
   2. I would like trainers and partners address me saying … (using name, family name, nickname or others).

b) Distribute white paper to audiences. Use white papers and fold them into two equal parts. Afterwards, flatten the paper and equally fold from the right and left corners. This action allows keeping the paper in an upright position on the table.
Request them to write their name, family name and nickname (if they wish that you address them with the same nickname during the session – note this) and put it in their front on the table.

**Activity 3:** On the upper part of the flip chart write “Rules” and hang it on the classroom board. Request audiences to list those rules that allow making sessions more effective. Rules are necessary to ensure that sessions take place in the discussion form and active participation of audiences is required during its process. Following the suggestion of the last rule you’ve managed recording on the paper emphasize changeability of rules. In other words, if deemed necessary, you will go back to the rules during the session and introduce a new rule.

**Activity 4:** Distribute pre-training tests. Emphasize the procedure of work performance and time for completing the questionnaire survey. Do not give over two minutes for each question.

**Activity 5:** Discussion of training goals and objectives. In this activity, direct the attention of audiences into training modules, their implication and job contents, particularly piloting the discipline-specific standards of Tajik language and mathematics for primary classes. Emphasize them to be more active during the course work and ensure discussions around questions related to the implication and contents of standards, and act seriously, because this issue requires extremely high professional sense of responsibility. They represent those people, who are both responsible and make contributions to further improve the work of peer colleagues and students.

Organize questions and discussions around the goals and objectives of audiences and act depending on the circumstances.

### Session 2. Familiarization with the structure of discipline-specific standards

**Scope of issues to be discussed:** Concepts of “Standard” and “Discipline-specific standards”. Basic concepts used in discipline-specific standards. Normative legal framework. Primary principles of developing discipline-specific standards. Goals and objectives of teaching a discipline.

**Training outcomes (competencies).** By the end of the session, participants will be able to:

- explain basic concepts of the session;
- list the field of applying discipline-specific standards;
- explain the primary principles of developing discipline-specific standards;
- explain the goals and objectives behind teaching the Tajik language and mathematics and give examples thereof.

**Methods and ways of training activity:**

Brainstorming, mini-lecture, T-plan, group work, presentation and discussion. Wrap-up and summarization. Evaluation of session outcomes.

**Training means:**

- Discipline-specific standards for Tajik language and mathematics;
- Training evaluation sheets;
- Large white papers (flip chart);
- Color markers.

**Session’s process**

**Activity 1:** The trainer’s introductory statement: Dear colleagues and teachers! Until the day’s end, we will analyze the structure of discipline-specific standards for Tajik language and mathematics. However, a standard and pursuing action based on it is not a new experience and considered the third generation of standards.

In practice, we have used primary class standards implemented in 2009 and 2012.

**Activity 2: Brainstorming:** In your opinion, what kind of achievements and challenges you can list in respect to the implementation of standards in 2009 and 2012? (Prepare “T-plan” in advance resembling the following sample)

<table>
<thead>
<tr>
<th>+ Achievements</th>
<th>- Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity 3:** Having summarized the second activity give explanations about the discerning particularities of new generation standards (make use of “Introduction” section of the discipline-specific standards). Positive and negative aspects. During the first day of the session, work around competency, expertise, standard, and discipline-specific standard.

**Activity 4: Work in small groups**

a) Consolidate participants into four groups.

b) Distribute handouts prepared in advance to all groups. Ask them to become familiarized with group assignment once. Make sure that group members understood the assignments and are able to carry it out. With this in view, ask questions from representatives of each group to identify whether they understood the assignment conditions or not.

**Group 1. Basic concepts**

Assignment:
1. Read the basic concepts.
2. Discuss their interpretation with each other.
3. Write the interpretation of concepts in the following table.

<table>
<thead>
<tr>
<th>Evaluation/Assessment</th>
<th>Competency</th>
<th>Literacy</th>
<th>Standard</th>
<th>Discipline-specific standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How will you use these concepts in your professional activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group 2. Fields of applying discipline-specific standards**

Assignment:
1. Read the section “Fields of applying discipline-specific standards”.
2. Specify what does the statement imply? Discuss it with each other.
3. Prepare your presentation similar to the following table.

<table>
<thead>
<tr>
<th>Field of application</th>
<th>How will we use it in our professional activities?</th>
</tr>
</thead>
</table>

Working plan:

**Group 3. Primary principles**

Assignment:
1. Read the primary principles of developing discipline-specific standards.
2. Discuss its implication with each other.
3. Write the interpretation of concepts in the following table.
4. Prepare your presentation similar to the following table.

<table>
<thead>
<tr>
<th>Primary principles of developing standards</th>
<th>How will we use it in our professional activities?</th>
</tr>
</thead>
</table>
Group 4. Goal and objectives
Assignment:
1. Read the section “Goal and objectives of teaching a discipline”.
2. Discuss its implication with each other.
3. Write the interpretation of concepts in the following table.
4. Prepare your presentation similar to the following table.

Working plan:

<table>
<thead>
<tr>
<th>Goal and objectives of teaching a discipline</th>
<th>How will we use it in our professional activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 4: Prior to commencing work in groups, discuss the criteria for evaluation of group works with groups. Emphasize this action in all subsequently held sessions.

<table>
<thead>
<tr>
<th>Criteria to evaluate the process of group work</th>
<th>Criteria to evaluate the results of group work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All participants work.</td>
<td>Presentation is well written and clearly</td>
</tr>
<tr>
<td></td>
<td>understandable.</td>
</tr>
<tr>
<td>2. Different representatives deliver</td>
<td>Presentation is decorated well.</td>
</tr>
<tr>
<td>presentations.</td>
<td>Issue is exposed to complete analysis.</td>
</tr>
<tr>
<td>3. Participants help each other.</td>
<td>Presenter’s explanation and comments are timely</td>
</tr>
<tr>
<td>4. Participants comply with time.</td>
<td>and clear.</td>
</tr>
<tr>
<td></td>
<td>Presenter provided complete answers to the</td>
</tr>
<tr>
<td></td>
<td>questions.</td>
</tr>
<tr>
<td></td>
<td>I can apply the presented material.</td>
</tr>
</tbody>
</table>

Activity 5: Practical work in groups (20 minutes)
Observe the work in groups. Pay attention if all group members are actively working or not. When necessary, approach the groups, revitalize their activity and provide support if required.

Activity 6: Presentation of group works and evaluation thereof
Evaluate the group work activities according to the previously discussed criteria. It would have been better if you organize the presentation of each group immediately after its completion.

Activity 7: “General discussion” method
Arrange discussion with participants about the structure and contents of the first chapter. Sample questions for discussion:
What is standard?
What is discipline-specific standard?
What is competency?
What are the primary principles of developing standards?
List the goal and objectives of teaching the Tajik language and mathematics. (Put forth an effort that those participants answer the questions concerning the assignment, which were not a part of their group work).

Activity 8: Wrap-up and summarization
While proceeding with the aforementioned activities specify what difficulties participants have around the structure and contents of the standard’s first chapter. Once again, provide brief information about the structure and implications of the standards’ first chapter.
Activity 9: Session’s evaluation
Prepare the following handout sheet in advance and distribute to all participants. Ask them to complete and hand back to you. Analyze it and arrange discussion during the next session.

Complete the table.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Partly</th>
<th>I have a question, if the answer is “No” or “Partly”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can put in place the implication and contents of the standard’s “First chapter”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I will share the implication and contents of the standard’s “First chapter” to the other schoolteachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Session 3. Sequel of familiarization with the structure of discipline-specific standards (competencies stemming from teaching disciplines)

Scope of issues to be discussed: Competencies attained form teaching the mathematics and Tajik language. Directions of teaching. Indicators for achieving competencies. Evaluation of competencies. Educational competencies. Teacher’s competence.

Training outcomes (competencies). By the end of the session, participants will be able to:
- explain the session’s basic concepts;
- list discipline-specific competencies in Tajik language and mathematics;
- explain discipline-specific competencies in mathematics and Tajik language;
- list and interpret educational competencies stemming from teaching the Tajik language and mathematics;
- interpret teacher’s competence with examples.

Methods and ways of training activities: Brainstorming, mini-lecture, group work, presentation and discussion. Wrap-up and summarization. Evaluation of session’s outcomes.

Training means:
- Discipline-specific standards for Tajik language and mathematics;
- Training handouts for groups;
- Large white papers (flip chart);
- Color markers.
Session’s process

**Activity 1:** The trainer’s introductory statement: Dear colleagues and teachers! We will continue familiarization with the structure and contents of discipline-specific standards for Tajik language and mathematics. In this session, we will become familiarized with the second chapter of standards.

**Activity 2: Work in small groups**
1. Distribute the ready-made training handouts to groups. Make sure that group members understood the assignments and are able to carry them out. With this in view, ask questions from representatives of each group to identify whether they understood the assignment conditions or not.

**Group 1: Table of competencies for Tajik language**
Assignment:
1. Get familiarized with the table of discipline-specific competencies for Tajik language.
2. Read handout No. 1 and explain the table of competencies.

**Group 2: Table of competencies for mathematics**
Assignment:
1. Get familiarized with the table of discipline-specific competencies for mathematics.
2. Read handout No. 1 and explain the table of competencies.

**Group 3: Evaluation of competencies stemming from teaching a discipline**
Assignment:
1. Get familiarized with the competency plan and its indicators.
2. Read handout No. 2 and as an example explain the competency and indicators for Tajik language taught in 1-4 classes.

**Group 4: Educational competencies**
Assignment:
1. Read “Educational competencies”.
2. Discuss its implications with each other.

**Activity 3:** Prior to starting the work in groups, similar to the previous session, discuss criteria options to evaluate the work in groups.

**Activity 4: Practical work in groups (30 minutes)**
Observe the work in groups. Pay attention whether all group members are actively working or not. When necessary, approach the groups, revitalize their activity and provide support if required.

**Activity 5:** Presentation of group works and evaluation thereof
Evaluate the group work activities according to the previously discussed criteria. It would have been better if you organize the presentation of each group immediately after its completion.

**Activity 6:** “General discussion” method
Arrange discussion with participants about the structure and implication of the first chapter. (Put forth an effort that those participants answer the questions concerning the assignment, which were not a part of their group work).

**Activity 7:** Wrap-up and summarization
While proceeding with the aforementioned activities, specify what difficulties the participants have around the structure and implications of the standard’s second chapter. Once again, provide brief information about the structure and implications of the standards’ second chapter.
**Activity 8: Session’s evaluation**

Prepare the following handout sheet in advance and distribute to all participants. Ask them to complete and hand back to you. Analyze it and arrange discussion during the next session.

Complete the table.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Partly</th>
<th>I have a question, if the answer is “No” or “Partly”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can put in place the implications and contents of the “Teacher’s Guide” as well as its implementation methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I can share the implications and contents of the “Teacher’s Guide” as well as its implementation methods to other schoolteachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Session 4. Organizing the competency-based teaching process**

**Scope of issues to be discussed:** Concepts of “process”, “competency”, “individual characteristics” and other basic concepts used in the discipline-specific standards. Normative legal framework. Primary principles of developing the discipline-specific standards. Goal and objectives of teaching a discipline.

**Training outcomes (competencies).** By the end of this session, participants will be able to:
- explain the session’s basic concepts;
- explain paying attention to individual characteristics through examples;
- list and explain effective teaching fundamentals;
- explain the ways of developing thinking skills using concrete examples;
- explain the ways to interlink the teaching of different disciplines.

**Methods and ways of training activity:** brainstorming, mini-lecture, group work, presentation and discussion. Wrap-up and summarization. Evaluation of session’s outcomes.

**Training means:**
- Discipline-specific standards of Tajik language and mathematics;
- Training handouts for groups;
- Large white papers (flip chart);
- Color markers.

**Session’s process**

**Activity 1:** The trainer’s introductory statement: Dear colleagues and teachers! We will continue familiarization with the structure and implications of discipline-specific standards and curriculum. In this session, we will get familiarized with the third chapter of standards known as the “Process of organizing competency-based teaching”.

**Activity 2: Work in small groups**
1. Consolidate participants into four groups.
2. Distribute handouts prepared in advance to all groups. Ask them to become familiarized with group assignment once. Make sure that group members understood the assignments and are able to carry them out. With this in view, ask questions from representatives of each group to identify whether they understood the assignment conditions or not.

**Group 1: Paying attention to a student’s individual characteristics**

**Assignment:**
1. Read the section “Paying attention to a student’s individual characteristics”.
2. Specify what does the statement implies? Discuss it with each other.
3. Prepare your presentation similar to the following table.
<table>
<thead>
<tr>
<th>What does it mean to pay attention to a student’s individual characteristics?</th>
<th>How will we use it in our professional practice?</th>
</tr>
</thead>
</table>

Group 2: Fundamentals of effective teaching
Assignment:
1. Read the section “Effective Teaching Fundamentals”.
2. Specify what does the statement implies? Discuss it with each other.
3. Prepare your presentation similar to the following table.

<table>
<thead>
<tr>
<th>List the fundamentals of effective teaching.</th>
<th>How will we use it in our professional practice?</th>
</tr>
</thead>
</table>

Group 3: Developing thinking skills
Assignment:
1. Read the section “Developing Thinking Skills”.
2. Discuss its implication with each other.
3. Write the explanation of concepts in the table below.
4. Prepare your presentation similar to the following table.

<table>
<thead>
<tr>
<th>How the development of thinking skills takes place?</th>
<th>How will we use it in our professional practice?</th>
</tr>
</thead>
</table>

Group 4: Inter-disciplinary link
Assignment:
1. Read the section “Inter-Disciplinary Link”.
2. Discuss its implications with each other.
3. Write the explanation of concepts in the table below.
Prepare your presentation similar to the following table.

<table>
<thead>
<tr>
<th>Inter-disciplinary link</th>
<th>How will we use it in our professional practice?</th>
</tr>
</thead>
</table>

Activity 3: Prior to starting the work in groups, similar to the previous session, discuss criteria options to evaluate the work in groups.

Activity 4: Practical work in groups (30 minutes)
Observe the work in groups. Pay attention whether all group members are actively working or not. When necessary, approach the groups, revitalize their activity and provide support if required.

Activity 5: Presentation of group works and evaluation thereof
Evaluate the group work activities according to the previously discussed criteria. It would have been better if you organize the presentation of each group immediately after its completion.

Activity 6: “General discussion” method
Arrange discussion with participants about the structure and implication of the first chapter. (Put forth an effort that those participants answer the questions concerning the assignment, which were not a part of their group work).

Activity 7: Wrap-up and summarization
While proceeding with the aforementioned activities specify what difficulties participants have around the structure and implications of the standard’s second chapter. Once again, provide brief information about the structure and implications of the standards’ second chapter.

Activity 8: Session’s evaluation
Prepare the following handout sheet in advance and distribute to all participants. Ask them to complete and hand back to you. Analyze it and arrange discussion during the next session.

Complete the table.

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<th>Partly</th>
<th>I have a question, if the answer is “No” or “Partly”</th>
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<tbody>
<tr>
<td>1.</td>
<td>I can put in place the implication and contents of the standard’s “First chapter”.</td>
<td></td>
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<tr>
<td>2.</td>
<td>I will share the implication and contents of the standard’s “First chapter” to the other schoolteachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Session 5. Familiarization with the curricula structure


Training outcomes (competencies). By the end of this session, participants will be able to:
- list the curricula structure;
- list and explain the curriculum’s integral components;
- state the curricula goal and objectives.

Methods and ways of training activity: brainstorming, mini-lecture, double agenda, group work, presentation and discussion. Wrap-up and summarization. Evaluation of session’s outcomes.

Training means:
- Discipline-specific standards for Tajik language and mathematics;
- Training handouts for groups;
- Large white papers (flip chart);
- Color markers.
Session’s process

Activity 1: Brief overview of the last day’s activities (What did we learn yesterday? What did you like? What was difficult? etc.)

Activity 2: The trainer’s introductory statement: Dear colleagues and teachers! Today, we will talk about the curriculum for teaching the Tajik language and mathematics that represents an integral component of standards elaborated for these disciplines.

Activity 3: Brainstorming: In your opinion, what achievements and challenges you can list on the way to implement educational curricula of previous years? (Well in advance, prepare “T-plan” on the paper using a similar example provided below.)

<table>
<thead>
<tr>
<th>+ Achievements</th>
<th>- Challenges</th>
</tr>
</thead>
</table>

Having attentively listened to the participants’ opinions and viewpoints, record the achievements and challenges of teachers and specialists into the plan.

Activity 3: Work in small groups
1. Consolidate participants into four groups.
2. Prepare assignments for the groups. Having arranged discussions and counseling, participants should identify integral components of the curricula for teaching the Tajik language and mathematics as well as be able to provide information about the implication of each part.

Group 1. Tajik language curriculum for Grades 1-2
Group 2. Tajik language curriculum for Grades 3-4
Group 3. Mathematics curriculum for Grades 1-2
Group 4. Mathematics curriculum for Grades 3-4

<table>
<thead>
<tr>
<th>Curriculum structure</th>
<th>Its explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>Teaching methodology</td>
<td></td>
</tr>
<tr>
<td>Teaching outcomes (competencies)</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Activity 4: Prior to starting the work in groups, similar to the previous session, discuss criteria options to evaluate the work in groups.

Activity 5: Practical work in groups (20 minutes)
Observe the work in groups. Pay attention whether all group members are actively working or not. When necessary, approach the groups, revitalize their activity and provide support if required.

Activity 6: Presentation of group works and evaluation thereof
Evaluate the group work activities according to the previously discussed criteria. It would have been better if you organize the presentation of each group immediately after its completion.

Activity 7: “General discussion” method
Arrange discussion with participants about the curriculum’s structure and implications. Sample questions for discussion:
- What is the curriculum?
- Which parts it consists of?
- What do these parts imply?

Activity 8: Wrap-up and summarization
While proceeding with the aforementioned activities specify what difficulties participants have around the curricula structure and implications. Once again, provide brief information about the curricula structure and implications.
**Activity 8: Session’s evaluation**

Prepare the following handout sheet in advance and distribute to all participants. Ask them to complete and hand back to you. Analyze it and arrange discussion during the next session.

Complete the table.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Partly</th>
<th>I have a question, if the answer is “No” or “Partly”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can put in place the implication and contents of the standard’s “First chapter”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I will share the implication and contents of the standard’s “First chapter” to the other school teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex

Handout 1

Competencies of all disciplines typically have the following specifications:

- They are developed “from simple to complex” principle. Teachers can observe the previous and subsequent class competencies and plan the education process from the beginning to the end accordingly. This represents a spiral attitude towards curriculum application, i.e., competencies introduces in one class are improved in the subsequently taught classes. Requirements for competency become more complex at the level of an individual class.

- They are classified according to the primary directions of teaching a discipline. From this point of view, procedure of applying competencies (skills and abilities) does not correspond with the sequence of textbook materials.

- They have measurable quality, are observable and mastering competencies are specified through indicators. From this perspective, competencies do not always explain those things that teacher should teach.

- Spiral method is used in developing competencies, i.e., things taught in the classroom are improved in another (subsequent) classroom.

Handout 2. Explanation of discipline-specific competencies of “Tajik language” for Grade 4

Explanation of students’ discipline-specific competencies of “Tajik language” for Grade 4 is provided below as an example. Explanation of competencies allows teachers to comprehend the composition and contents of each competency and pay particular attention to them in the process of planning, teaching and evaluating the educational content.

LISTENING

It complies with concrete listening rules in diverse circumstances and invites others to observe rules.

This competency consists of three integral parts: (1) specific listening rules; (2) compliance with listening rules in diverse circumstances, and (3) inviting others to comply with the rules provided in the first and second competency parts.

Specific listening rules represent: attentive and interested listening, avoid interrupting a speaker’s words, looking at a speaker while having conversation with him/her, avoid thinking about other things when listening, avoid paying attention to other voices and sounds and the like. Diverse circumstances imply a teacher’s narration about curricula subjects of teaching a discipline, discussion of educational issues, understanding the meaning of questions and assignments, group and general discussions, listening to cultural and recreational television and radio programs, conversation with friends, parents, family members and other people. The third part of this competency requires that a student should invite others in ensuring compliance with listening rules and explain the importance of attentive listening with age appropriate examples.

This competence is evaluated through observing a student’s activities during the lessons, while participating in group and general discussions and other classroom and school events.

Note: Detailed information concerning the listening rules will be provided in the chapter “Tajik language teaching methodology”.

It identifies, analyzes and evaluates the basic implication and purpose behind commonly known types of age appropriate oral speech.
This competency consists of two parts: (1) identifying, analyzing and evaluating the implications, and (2) determining the purpose behind commonly known types of oral speech;

Students should initially understand about what it implies. It could be an educational assignment, conversation around any topic, narration of a story or fairy tale meaning or the like. Following identification of meaning, students should determine what the speaker’s basic purpose is. Probably, the speaker’s purpose is to assign an exercise for carrying out any educational activity, telling a riddle aimed at verifying the smart capacity, expressive reading aimed at developing teaching expressive reading skills and others. This competency is extremely important for students to become active listeners.

In order to identify a speaker’s speech meaning and purpose, a student should carry out the following activities: s/he should listen attentively to the meaning of information, discern important and less important information, keep in mind more information and having comprehended the meaning of questions, provide corresponding answer.

This competence is evaluated through observing a student’s activities during the lessons, while participating in group and general discussions and other classroom and school events.

**SPEAKING**

**In diverse circumstances, student ensures compliance with commonly known speaking rules (speech culture), explains the importance of observing these rules and invites others to follow these rules.**

This competency requires from a student to know and comply with commonly known public speaking rules; explain the importance of ensuring compliance with these rules and invite others to follow these rules. Commonly known public speaking rules are the following: ethics of greeting and bidding goodbye, apology and appreciation, expressing wishes and making requests. While having conversation with the others, it is necessary to use adequate speaking tone in educational and living circumstances. Speaker should ensure using literary Tajik language rules when delivering speech. S/he should adequately apply words in the speech and express his/her thoughts in stylistically and logically correct sentences. This also includes compliance with communication rules of sequential and fearless speech delivery and respecting interlocutors.

This competency is evaluated through observing a student’s activity during discussions, correctness and extent of a student’s answers during a question and answer session, presenting the work outcomes and other circumstances.

**Gives different types of questions and provides complex multi-action instructions in familiar and unfamiliar circumstances.**

This competency requires that a student can ask different questions from a teacher and classmates in order to clarify the meaning and satisfy his/her own sense of curiosity. Types of questions and questioning approaches are taught to students in order to develop this competency. Primarily, analytical questions are asked to determine and compare the details of an issue and make conclusions. Students favor from guidance aimed at separating, making comparisons, bringing arguments, prove, state approximate values, forecast, analyze and compose, classify and correctly state a question.

Sample questions: Why ... *he did this work? Why ... he didn’t change his mind? How it is possible to interconnect ... parts?*

**Expresses more complex views and thoughts for numerous purposes in different oral speech types (of larger scope).**

This competence includes different forms of oral speech: conversation, presentation, compiling oral texts of larger scope within the framework of curricula topics, concise, brief and selected narration of seen and heard incidents, having ensured compliance with the speaking tone of heroes role plays according to the contents of text adequately adapted for Grade 4, presenting the result of one’s own and group work in a concise and detailed manner, ability to tell anecdote, riddle, puzzle and age-specific poems.
Discussions, deliberations and simple non-speech communication means (mimics) require expression of thoughts. In other words, a student recognizes these forms of communication, knows their rules and complies with them while speaking. The second part of this competency requires expression of thoughts for numerous purposes. Student of fourth grade should tell or provide information about himself (name and family name, grade, school, family, school and home address, favorite occupation). Organizing conversations, discussions, dialogues, deliberations and role playing around cultural and moral subjects, healthy lifestyle, mercy and sincerity, favorite engagement, tourism and travel, telling the seen and heard incidents are important for developing this competency. Observations and notes about the ways and results of a student’s speaking are used to evaluate this competency.

Uses the equal opportunity of listening and speaking in different forms of oral speech.

This competency requires that a student should ensure compliance with counseling, discussion, argumentation and conversation rules. Student should be able to communicate (ask questions and provide answers) within the framework of age-specific educational and life topics. Student should feel a speaker’s mood, apply adequate conversation tone, and provide numerous oral recommendations to improve the other people’s speech (concerning the speaking style, narration, storytelling, expressive reading of poems and others). This competency represents integrated listening and hearing and demonstrates the ability to use these competencies in a combined manner.

READING
Recognizes and is able to use different text elements.

In Grades 1-3, students have learnt different text elements (author, title (name), paragraph, vocabulary, illustration, hero(es), time and place, when and where events occur in narrative texts, beginning, primary part and culmination). In the fourth grade, a student should be able to determine these elements in a relatively larger and more complex text and state that poets, writers and scholars distinctively describe the same hero, scenery or event (incident) in their own way. At this educational stage, students identify the text paragraph and explain its essence. At the same time, they use punctuation marks (full stop, comma, exclamation mark, quotation marks, brackets, question mark, and hyphen) as the mean of understanding the meaning of a text while performing expressive reading.

Texts of different types are suggested in the fourth grade. Initially, student acquaints with the structure of texts, discerns them from one another and understanding the text structure helps students to comprehend it. At this stage, students master the structure of dialogue, announcement, congratulation, letter, poem, story, fairy tale, news, reference information texts and demonstrate understanding of their distinctive features.

Having effectively used different methods reads unfamiliar texts.

This competency requires that a student should be able to use methods, which help in reading and understanding the meaning of a text. Rational reading methods represent the thinking process that helps in independent reading and understanding a text. This process is a purposeful activity planned well beforehand and assists to better understand or memorize the meaning of a text. While attending the fourth grade, a student makes use of different methods in order to comprehend the meaning (attentive reading, imagination for the purpose of repeated reading; ability to make use of dictionaries; silent and loud reading, expressive reading, reading according to the role plays; reading plans, schedules and diagrams). Students should use texts for diverse purposes (familiarization, meaning comprehension, exploring concretized news, etc.), foresee the meaning of different narrative texts and compare it with the text meaning. Student should seek and find the meaning of words from different sources (vocabulary, wordbook, classmate, teacher, parents).
Makes use of improved thinking methods for comprehending the meaning of different unfamiliar texts.

Smart reading is the primary purpose of reading. In major educational and methodological sources, smart reading is defined in the following way: “smart reading represents a process of obtaining and constructing meaning through reading written speech”. Obtaining the meaning implies comprehending the idea of a text author. Constructing the meaning implies analyzing the author’s idea through combining the “ability, skill, knowledge and experience” of a person and a text that s/he reads.

Smart reading skill associates the other reading elements or sub-skills aimed at comprehending the meaning behind a text.

In the fourth grade, students use different means of analysis, comparison and conclusion in order to comprehend the meaning of large and complex texts. They ask questions and provide answers through applying the questions of varied degrees concerning the meaning of unfamiliar texts (simple, logical and creative questions). They narrate the text’s meaning (literary works for young children) in a detailed, concise, selected and creative manner, identify the text hero(es), their deeds and statements and evaluate their distinctive features, statements and deeds in the text. The analysis of text events and incidents, finding words, phrases and sentences that reflect the text’s principal thematic helps students in understanding the meaning of a text.

In order to achieve this competency, students of fourth grade should identify the sequence of a text’s meaning. They should be able to compare the meaning of different texts and interlink the described events and incidents with real life. Since artistic texts are very increasingly used in the fourth grade, students can analyze imagination and realistic representation of the meaning of texts and the author’s attitude towards the described events.

Having appreciated reading and writing, reads and writes few different types of text from diverse sources.

It represents one of the competencies that create difficulties for a teacher to observe and evaluate. In order to identify this competency, teacher observes students’ behavior, takes notes of the observation results and provides recommendations to students.

This competency demonstrates the students’ independent activities in the process of reading and writing. For example, a student regularly reads newspapers, magazines and books for children based on inclination, interest and disposition, independently improves one’s own writing skill and ability, makes use of different notebooks and sheets for writing, writes stories, fairy tales and small pieces of poems, completes simple crosswords and anagrams and be able to develop small projects.

**WRITING**

Is able to quickly and correctly write larger texts without leaning on samples. Correctly applies numerous writing rules.

In the fourth grade, students create texts of different genres, including letter, announcement, congratulation, small story, small essay, poem and dialogue. From this viewpoint, students should become familiarized with the structure of these types of texts, be knowledgeable of their requirements and exercise based on samples. Particularly, students should analyze and exercise specific words and phrases, definite text template, text purpose, and application of punctuation marks.

Abundant time and opportunity are provided in the discipline-specific curriculum of “Tajik language” to develop this competency.
Writes one’s own thoughts (views) and that of others for expressing different purposes through texts of larger size having different structure.

This competency requires three things: first, a student writes his/her own views and thoughts with different purposes (in order to persuade, narrate an event or an incident, instruct and inform about something). Second, a student is able to express his/her own views and thoughts through texts of different structure (essay, story, letter, congratulation letter). Reference to the views and thoughts of others here implies writing narrative story based on the meaning of a text.

Third, a student creates texts of larger size.

**Number of words for written narrative, essay, and story**

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Half-year I</th>
<th>Half-year II</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-60 words</td>
<td>65-70 words</td>
<td></td>
</tr>
</tbody>
</table>

In other words, a student:
- will be able to write dialogue within the framework of curriculum topics;
- will be able to write announcement within the framework of curriculum topics;
- will be able to write congratulation letter within the framework of curriculum topics;
- will be able to write letters aimed at describing a location and events;
- will be able to write written narrative within the framework of a topic (60-65 words);
- will be able to write essay and story within the framework of a topic (65-70 words);
- will be able to write one’s own impression about the seen locations and read book (65-70 words);
- will be able to write small conclusion about a text s/he have read.
Planning the Tajik language and mathematics lessons within the competency-based teaching system

(Training module for applying the discipline-specific standards in primary grades)
Planning the Tajik language and mathematics lessons within the competency-based teaching system. Training module for applying the discipline-specific standards in primary grades, 2015
Program of the training module “Competency-based teaching system” ........................................4
Introduction ........................................................................................................................................7
Chapter 1. Lesson Planning Within the Framework of Students’ Competency-Based Education.....8
Chapter 2. Planning the Tajik Language Lessons .................................................................11
Chapter 3. Planning the Mathematics Lessons .................................................................22
Annexes ........................................................................................................................................23
Program of training module “Competency-based teaching system”

This training program and module represents an integral component of training module series produced to apply the discipline-specific standards in primary grades. Principal objective behind this training program and module is to render methodical support to teachers in applying the competency-based standards and teaching curriculum with a focus on students of primary grades, which are implemented through teaching and practical exercises, put in place by the teachers.

This training program and module is specifically designed for teachers’ advanced courses and encompasses 10 academic hours. Though mastering this training program and module, the teachers of primary classes will be able to achieve the following objectives:

• get familiarized with the concepts of “competency” and “indicator” and discuss thereof;
• explain the competency concept;
• practice the ways of planning competency development;
• get familiarized with the principles of developing standards, needs for transition into the competency-based system in education;
• analyze and discuss the standard structure of teaching the “Tajik Language” and “Mathematics”;
• get familiarized with competencies and indicators of mathematics for Grades 1-4 and specify differences between them;
• get familiarized with competencies and indicators of Tajik language for Grades 1-4 and specify differences between them;
• obtain information about the structure, implication and contents of training curriculum for Tajik language and mathematics for primary classes and be able to work on them.

The list of sessions and outcomes from this training curriculum is provided in the schedule below.
## List of chapters and program sessions

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Training outcomes</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 1.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. General planning issues in Tajik</td>
<td>• To be able to explain the session’s basic concepts;</td>
<td>2</td>
</tr>
<tr>
<td>language and mathematics lessons</td>
<td>• To be able to list the lesson types and provide information about them;</td>
<td></td>
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<tr>
<td></td>
<td>• To be able to explain the lesson’s having technology attributes;</td>
<td></td>
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<tr>
<td></td>
<td>• To be able to list teaching methods and use thereof;</td>
<td></td>
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<tr>
<td></td>
<td>• To be able to discern the types of evaluation and state their application procedure;</td>
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<tr>
<td></td>
<td>• To be able to provide information about the lesson planning procedure.</td>
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<tr>
<td>2. Training outcomes</td>
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<tr>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td>**Chapter 2. Planning the Tajik</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>language lessons**</td>
<td>1. Planning the Tajik language lessons within the competency-based teaching system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to develop lesson plan based on curricula instructions;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• To be able to demonstrate a sample lesson;</td>
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<tr>
<td></td>
<td>• To be able to identify one's own positive aspects and potential challenges;</td>
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<td></td>
<td>• To be able to suggest methodical recommendations for addressing challenges.</td>
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<tr>
<td></td>
<td>2. Teaching method of listening competencies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the concepts of “listening” and “hearing” and state their difference;</td>
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<tr>
<td></td>
<td>• To be able to list and explain the listening competencies;</td>
<td></td>
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<tr>
<td></td>
<td>• To be able to list the teaching methods of listening competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to demonstrate the teaching methods of listening competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to state educational changes in developing the listening competencies.</td>
<td></td>
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<tr>
<td></td>
<td>3. Teaching method of speaking competencies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the concept of “speaking”;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the objective behind teaching the “speaking”;</td>
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<tr>
<td></td>
<td>• To be able to list and explain speaking competencies;</td>
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<tr>
<td></td>
<td>• To be able to list the teaching methods of speaking competency;</td>
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<tr>
<td></td>
<td>• To be able to demonstrate the teaching methods of speaking competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to state that what should be changed in order to develop the speaking competencies.</td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>Training outcomes</td>
<td>Hours</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4.</td>
<td>Teaching method of reading competencies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the “reading” concept and list its constituent parts;</td>
<td></td>
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<tr>
<td></td>
<td>• To be able to explain the reading’s constituent parts;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to list and explain reading competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to list teaching methods of reading competencies;</td>
<td></td>
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<tr>
<td></td>
<td>• To be able to demonstrate the teaching methods of reading competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to determine educational changes in developing the reading competencies.</td>
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<tr>
<td>5.</td>
<td>Teaching method of writing competencies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• To be able to explain the writing concept;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to list and explain the writing competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to list the teaching methods of writing competency;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to demonstrate the teaching methods of writing competencies;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• To be able to determine educational changes in developing the writing competencies.</td>
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</tbody>
</table>

Chapter 3. Planning the mathematics lessons

Note: Not included in translation or activities. Outside QRP’s scope.
**Introduction**

Dear reader! Before commencing to train and analyze this material, we would like to orient your attention to several principal and essentially important questions. You will find answers to a part of these questions in this guidance. You will explore responses to other questions during the training process.

*What is the importance of this module and why it should be learnt?*

In the modern rapidly changing world and full of diversified contrasts, citizens should possess the qualities like a spirit of enterprise, innovation, versatility, competence, sense of responsibility, creativity and constructiveness. Educated individuals having sustainable cultural and moral qualities and competence select the ways of making data (information) accessible through different means, analyze and evaluate its contents and comprehend complex issues in the surrounding world. They will be able to forecast and address diverse educational and life circumstances alone and in cooperation with others. They comprehend their own responsibility before the family, the public at large and the country. Favorable grounds should be arranged to develop these qualities particularly in the primary stage of education. This important point comprises the principal criteria behind new standards offered for teaching.

*Did the existing curricula and educational system include these issues?*

Profound learning of discipline-specific knowledge has been prioritized in the traditional education. In the Tajikistan’s present circumstances, in connection with labor market requirements and rapid development of socioeconomic relations and coverage of increasing data distribution media (Internet, television, etc.), being only equipped with knowledge is not sufficient and practical application of knowledge and skills are the most important factors on the way to children socialization and achieving the desirable outcomes.

From this viewpoint, developing a student’s competency represents a way to get rid of the emerged condition. It is one of the answers to a question that which educational outcome is necessary for today’s student and that meets the needs of today’s world. Competency-based educational system allows eliminating the contradiction between the necessity for ensuring quality education and increasing the workload as well as teaching through applying traditional methods. In other words, traditional methods and increasing the number of academic hours, it is impossible to train the student for today’s and tomorrow’s life.

Thus, on a par with possessing discipline-specific knowledge, skills and abilities, today’s student needs other competencies that are necessary to address personal and social problems of today and tomorrow. Except for school and or educational institution, who will facilitate the development of these competencies?
CHAPTER 1. LESSONS’ PLANNING WITHIN THE FRAMEWORK OF STUDENTS’ COMPETENCY-BASED EDUCATION

SESSION 1. General planning issues in Tajik language and mathematics lessons

Scope of issues to be discussed: concepts of “lesson”, “types of lesson”, “teaching technology”, “lesson planning”, “types of lesson evaluation”. Lesson goals and outcomes. Evaluation of lesson outcomes. Conclusion.

Outcomes: By the end of the session, participants will be able to:
- explain the session’s basic concepts;
- list the lesson types and provide information about them;
- explain the lesson’s having technology attributes;
- list teaching methods and use thereof;
- discern the types of evaluation and state their application procedure;
- provide information about the lesson planning procedure.

Methods and ways of training activity:
Brainstorming, method “I knew and I learned now”, group work, presentation and discussion. Wrap-up and summarization. Evaluation of session’s outcomes.

Training means:
- standard and curricula for Tajik language and mathematics for Grades 1-4;
- training handout sheets for groups;
- large white papers (flip chart);
- color markers.

SESSIONS PROCESS

Activity 1: Identification of participants’ existing knowledge

Brainstorming: In your opinion, what is necessary to know and be able to do for a good lesson? Attentively listen to participants’ views and opinions and record their answers in the “Cluster”. Summarize this activity and go to the next activity.

Activity 2: Practical exercise about lesson and its planning

Divide participants into five groups (consisting of four-five people). Distribute assignments to the groups. Discuss the group work rules and criteria with them.

Assignment for group 1.

Topic: “Lesson”

1. Draw a table on the paper following the sample below:

<table>
<thead>
<tr>
<th>What do we know about the lesson?</th>
<th>What we have learnt about the lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

2. What do you know about the lesson? Record in the first column.
3. Read the Annex 1. What did you learn from this text? Record in the second column.
4. Get prepared for the presentation of results.
Assignment for group 2.
Topic: “Types of lesson”
1. Draw a table on the paper following the sample below:

<table>
<thead>
<tr>
<th>What do we know about the types of lesson?</th>
<th>What we have learnt about the types of lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

2. What do you know about the types of lesson? Record in the first column.
3. Read the Annex 2. What did you learn from this text? Record in the second column.
4. Get prepared for the presentation of results.

Assignment for group 3.
Topic: “Teaching technology and methods”
1. Draw a table on the paper following the sample below:

<table>
<thead>
<tr>
<th>What do we know about the teaching technology and methods?</th>
<th>What we have learnt about the teaching technology and methods?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

2. What do you know about the teaching methods? Record in the first column.
3. Read the Annex 3. What did you learn from this text? Record in the second column.
4. Get prepared for the presentation of results.

Assignment for group 4.
Topic: “Evaluation”
1. Draw a table on the paper following the sample below:

<table>
<thead>
<tr>
<th>What do we know about the evaluation (assessment)?</th>
<th>What we have learnt about the evaluation (assessment)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

2. What do you know about the evaluation (assessment)? Record in the first column.
3. Read the Annex 4. What did you learn from this text? Record in the second column.
4. Get prepared for the presentation of results.

Assignment for group 5.
Topic: “Lesson planning”
1. Draw a table on the paper following the sample below:

<table>
<thead>
<tr>
<th>What do we know about the lesson planning?</th>
<th>What we have learnt about the lesson planning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
2. What do you know about the lesson planning? Record in the first column.
3. Read the Annex 5. What did you learn from this text? Record in the second column.
4. Get prepared for the presentation of results.

**Activity 3: Practical exercises – Presentation phase**

*Assignment:*

Demonstrate the results of one’s own work to participants.
Organize presentation according to the sequence of groups.

**Activity 4: Discussion and evaluation of group works**

*Assignment:*

Organize discussion following the presentation.
While ensuring analysis and evaluation, pay attention to the previously discussed criteria.

**Activity 5: Comparison of expected changes**

Ask participants to identify the difference of lessons planning within the framework of new standard and curricula from the ordinary lessons they hold based on the aforementioned activities.
CHAPTER 2. PLANNING THE TAJIK LANGUAGE LESSONS

SESSION 1. PLANNING THE TAJIK LANGUAGE LESSONS WITHIN THE FRAMEWORK OF COMPETENCY-BASED TEACHING SYSTEM


Outcomes: By the end of this session, participants will be able to:
- develop lesson plan based on curricula instructions;
- demonstrate a sample lesson;
- identify one’s own positive aspects and potential challenges;
- suggest methodical recommendations for addressing challenges.

Methods and ways of training activity:

Training means:
- discipline-specific standard and curricula of “Tajik language” for Grades 1-4;
- handouts for groups;
- large white papers (flip chart);
- color markers.

SESSION PROCESS

Activity 1: Discussion of participants’ role in piloting new standard and curricula

Discuss the handout “Experimenter’s role” with participants.
Expose their questions and suggestions into discussion as well.
Having summarized this activity, go to the next activity.

Activity 2: Explanation

Procedure for elaborating the lesson plan:
1. Select topics from standard and curriculum section of “Program” (Tajik language and mathematics).
2. Read sections “Program”, “Teaching Methodology”, “Teaching Outcomes” and “Evaluation” one time.
3. Identify the outcomes for developmental and summarizing evaluations and competency indicators and determine the level of your students’ development in respect to these competencies.
4. Determine necessary materials for teaching a topic and achieving competencies.
5. Separate competencies for the lesson’s teaching goals, which are learnt during one lesson.
6. Verify the lessons’ teaching goals according to the following criteria: specific, measurable, observable and implementable and improve them if deemed necessary.
7. Determine the efficiency of the abovementioned lesson (i.e., develop success indicators). (For ensuring this, make use of competency indicators.)
8. Determine around which developmental evaluation approaches you will use to verify students’ development during the lesson process.
9. Identify developmental evaluation approaches (if deemed necessary).
10. Develop the lesson plan based on the abovementioned information.
11. Begin the lesson.
12. Evaluate the lesson through applying developmental evaluation approaches and if necessary, introduce changes in it.
13. Analyze the lesson outcomes and get prepared for the next lesson.

Activity 3: Lesson planning based on the indicators of “Tajik language curricula” for primary grades

Assignment:
1. Consolidate in five groups (consisting of four-five people).
   - Group 1: Grade 1 – Literacy teaching phase
   - Group 2: Grade 1 – “Tajik language” teaching phase
   - Group 3: Grade 2
   - Group 4: Grade 3
   - Group 5: Grade 4
2. Select a session of the curriculum.
3. Prepare it as a lesson. Exercise the way of applying it.

Activity 4: Practical exercises – demonstration

Assignment:
Demonstrate your own work results to participants.
(Participants will play the students’ role and you will play a teacher’s role).

Activity 5: Discussion and evaluation of work in groups

Assignment:
Organize discussion following the presentation.
While ensuring analysis and evaluation, pay attention to the previously discussed criteria.

Activity 6: Discussion of curriculum’s materials with participants

Having identified teachers’ achievements and challenges, provide concrete recommendations to them.

SESSION 2. TEACHING METHOD OF LISTENING COMPETENCIES

Issues to be discussed: Concepts of “listening” and “hearing”. Comparison thereof. Listening competencies. Teaching methods of listening competencies. Evaluation of listening competencies. What should be changes in teaching the listening competencies?
Outcomes: By the end of this session, participants will be able to:
- explain the concepts of “listening” and “hearing” and state their difference;
- list and explain the listening competencies;
- list the teaching methods of listening competencies;
- demonstrate the teaching methods of listening competencies;
- state educational changes in developing the listening competencies.

Methods and ways of training activity:
Brainstorming, T-plan, mini-lecture, group work, presentation and discussion. Wrap-up and summarization. Comparison. Evaluation of the session’s outcomes.

Training means:
- discipline-specific standard and curriculum for Tajik language (Grades 1-4);
- handouts for groups;
- large white papers (flip chart);
- color markers;
- paper with T-plan drawing (See activity 1).

SESSION PROCESS

Activity 1: Identifying the participants’ existing knowledge

In the speech, we use the words “hearing” and “listening” to express what we hear. In your opinion, what is the difference between them? What do we listen to and what we hear?

Write participants’ opinions in the following T-plan

<table>
<thead>
<tr>
<th>Listening</th>
<th>Hearing</th>
</tr>
</thead>
</table>

Summarize this activity and go to the next activity.

Activity 2: Mini-lecture about listening and hearing

Teachers should clearly know the difference between listening and hearing. Hearing is the human being’s natural ability; however listening represents an ability that should be developed. Listening is one of the essentially important human skills. The ability to listen well exerts significant impact on understanding the heard information and communication with other people. This implication is expressed well in poems of our past literary figures.

Гӯш сӯйи ҳама суханҳо дор,
Он чӣ зutherland чон бингор. Саной
Агар хоҳй сухан гӯйий, сухан бишнав, сухан бишнав,
Забон он кас тавонад зад, ки аввал гӯш гардад ё. “Bahar-e Ajam”

From this perspective, students should always pay attention to a speaker’s speech and understand it. They should put aside their own thoughts and behaviors and pay attention to certain information/transfer of information. For this purpose, students can ask questions, suggest ideas and analyze information they have heard. If students do not comply with these actions, then the difference between what have been saying and what have been hearing grows significantly.

Listening: a) hearing, listen to someone’s words; b) accept what someone has said an instructed, believe to someone’s words, act according to someone’s statement; hear someone’s words, pay attention to someone’s words.
Students of primary classes should significantly use and exercise active listening starting from the first grade so as to become a good interlocutor and gain success in getting education.

With numerous goals, students in primary grades listen to conversations, narrations and other types of oral text. For example:

1) receiving information;
2) understanding the meaning;
3) finding pleasure (from song, music, poem and etc.);
4) for learning.

Different research studies suggest that a person memorizes from 25 to 50 percent of what s/he have heard.¹ From this viewpoint, developing listening skills allows students to completely comprehend information and improve the level of mastering the learning materials. Upon developing the listening skills students can improve the efficiency level of learning and enhance the ability to exert impact, compel and to come to an agreement. Moreover, a good listening skill allows eliminating misunderstanding and conflict between a speaker and a listener. In order to develop this skill students should know and comply with general listening rules. Compliance with these rules is learnt in the process of teaching Tajik language.

Activity 3: Listening competency in discipline-specific standards of “Tajik language” in primary grades

General discussion

Ask participants to read the listening competencies and indicators of achieving them in the discipline-specific standards of “Tajik language” (Grades 1-4) (Page …). Explain the listening competencies. Discuss unclear and difficult sections and bring specific examples. Ask participants about what more indicators can demonstrate the degree of achieving competencies? Write suggestions of participants and give those to the program’s responsible persons.

Activity 4: Practical exercises concerning the application of listening competencies - preparation

Assignment:

1. Consolidate into five groups (consisting of four-five people).

   Group 1: Grade 1 (Literacy teaching phase)
   Group 2: Grade 1 (“Tajik language” teaching phase)
   Group 3: Grade 2
   Group 4: Grade 3
   Group 5: Grade 4

2. Select a session (activity) from a part of curriculum according to which the listening competencies are developed.

3. Prepare it as a lesson moment. Practice the way of its application.

Activity 5: Practical exercises – Demonstration phase

Assignment:

Demonstrate one’s own work results to participants.

¹http://www.mindtools.com/CommSkill/ActiveListening.htm
Activity 6: Discussion and evaluation of work in groups

*Assignment:* Organize discussion after each demonstration of lesson moment. Answer to the following questions while ensuring analysis and evaluation:
- Which lesson moment did you like?
- What did you receive for yourself from this lesson moment?
- If you carried out this method/play/exercise, how would you have carried it out?

Activity 7: Discussion of program materials with participants

Having determined achievements and challenges of teachers provide them with specific recommendations.

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**SESSION 3. TEACHING METHOD OF SPEAKING COMPETENCIES**

**Scope of issues to be discussed:** speaking concept, speaking competencies. Teaching methods of speaking competencies. What should be changed to teach the speaking competencies?

**Training outcomes:** By the end of the session, participants will be able to:
- explain the concept of “speaking”;
- explain the objective behind teaching the “speaking”;
- list and explain speaking competencies;
- list the teaching methods of speaking competency;
- demonstrate the teaching methods of speaking competencies;
- state what should be changed in order to develop the speaking competencies.

**Methods and ways of training activity:**
Brainstorming, cluster, mini-lecture, group work, presentation and discussion. Wrap-up and summarization. Comparison. Evaluation of the session’s outcomes.

**Training means:**
- discipline-specific standard and curricula of Tajik language (Grades 1-4);
- training handouts for groups;
- large white papers (flip chart);
- color markers.

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**SESSION PROCESS**

**Activity 1: Identifying the participants’ existing knowledge**

Brainstorming: Most students start attending school in a time when they already speak the Tajik language. They have certain vocabulary reserve. Is it still necessary to teach them speaking? Why?

Carefully listen to the views and opinions of participants and record their answers into the cluster.

Summarize this activity and go to the next activity.

**Activity 2: Mini-lecture about speaking**
Speaking is a person’s important skill, which is more frequently used as compared with the other speech activities. Speaking competencies in the primary grades are developed with different purposes.

A person should ensure compliance with commonly accepted speaking rules (ethics of greeting and bidding good-bye, apologies and appreciation, expressing wishes and requests); apply corresponding speaking tone while conversing with the other people; ensure compliance with Tajik literary language rules during the conversation; appropriately use words in one’s speech; and express one’s thoughts with stylistically and logically correct sentences. Communication rules concerns compliance with rules of queued and fearless speaking as well as respecting the interlocutors.

Students should follow rules in respect to counseling and advices, discussion, argumentation and conversation. They should be able to hold dialogue (questions and answers) within the age-specific educational and life thematic. They feel a speaker’s mood, use corresponding speaking tone and provide numerous oral recommendations in respect to improving the others’ speech (about the speaking style, narration, story-telling, reading poems and etc.).

**Activity 3: Speaking competencies in the discipline-specific standards of “Tajik Language” for primary grades**

**General discussion**

Ask participants to read the speaking competencies and indicators of achieving them in the discipline-specific standards of “Tajik Language” (Grades 1-4) (Page …). Explain the speaking competencies. Discuss unclear and difficult sections and bring specific examples. Ask participants about what more indicators can demonstrate the degree of achieving competencies? Write suggestions of participants and give them to the program’s responsible persons.

**Activity 4: Practical exercises concerning the application of speaking competencies - preparation**

**Assignment:**

1. Get consolidated into five groups (consisting of four-five people).
   - **Group 1:** Grade 1 (Literacy teaching phase) – Recognition of sound
   - **Group 2:** Grade 1 (Tajik language teaching phase) – Reading words
   - **Group 3:** Grade 2 – Fluent and expressive reading
   - **Group 4:** Grade 3 – Learning vocabulary
   - **Group 5:** Grade 4 – Smart reading
2. Select a session (activity) from a part of curriculum according to which the speaking competencies are developed (recognition of letter, reading words, fluent and expressive reading, and learning vocabulary).
3. Prepare it as a lesson moment. Practice the way of its application.

**Activity 5: Practical exercises – demonstration**

**Assignment:**

Demonstrate your own work results to participants.

(Participants will play the students’ role and you will play a teacher’s role).
Activity 6: Discussion and evaluation of work in groups

Assignment: Organize discussion after each demonstration of lesson moment. Answer to the following questions while ensuring analysis and evaluation:

- Which lesson moment did you like?
- What did you receive for yourself from this lesson moment?
- If you carried out this method/play/exercise, how would you have carried it out?

Activity 7: Discussion of program materials with participants

Having determined achievements and challenges of teachers provide them with specific recommendations.

SESSION 4. TEACHING METHOD OF READING COMPETENCIES

Scope of issues to be discussed: reading concept. Recognizing letters and sounds. Reading words. Fluent and expressive reading. Learning vocabulary. Smart reading. Reading competencies. Teaching methods of reading competencies. What should be changed while teaching the reading competencies?

Training outcomes: By the end of the session, participants will be able to:

- explain the “reading” concept and list its constituent parts;
- explain the reading’s constituent parts;
- list and explain reading competencies;
- list teaching methods of reading competencies;
- demonstrate the teaching methods of reading competencies;
- determine educational changes in developing the reading competencies.

Methods and ways of training activity:

Brainstorming, mini-lecture, group work, presentation and discussion. Wrap-up and summarization. Comparison. Evaluation of the session’s outcomes.

Training means:

- discipline-specific standard and curricula for the Tajik language;
- training handouts for groups;
- large white papers (flip chart);
- color markers;
- “Reading Skills” plan (See activity 2).

SESSION PROCESS

Activity 1: Identifying the participants’ existing knowledge

Brainstorming: Why students, including young children do not want to read?

Think and express an idea initially alone and then in pairs.

Having attentively listened to the participants’ opinions and thoughts, record their answers. Summarize the activity.

Sample summarization:

The information environment during our childhood is completely different from the information environment of modern time’s children.
Today’s information sources are significantly interesting and attractive as compared with books. Therefore, reading is not interesting for children. What should be done?

Start from yourself. Be an exemplary model for others to follow. Always demonstrate to students your interest to reading. Arduously speak about those books that you have read.

Always stimulate students to discuss the read books.

Practice reading books together with students.

Do not force reading books. Compelling students equals to punishment.

Provide students with an opportunity to have more option to select.

Praise and appreciate students for any types of reading activity. Make use of discipline-specific standard recommendations for “Tajik language” in page...

Activity 2: Mini-lecture about reading

Reading represents a complex educational (thinking) process of uncovering written codes for creating a meaning or comprehending it. It is one of the ways to learn a language, ensure communication and share information and ideas. Reading is the complex connection process between the text and a reading person. In this process, reader applies one’s own primary knowledge, experience, attitude and linguistic, cultural, and social qualities. Reading process requires practice, development and numerous repetitions.

Reading skill is comprised of a number of interconnected sub-skills.

READING 1. to recite, to read a book, etc. 3. read for someone, read for someone to listen.

RECITING 1. reading, to read (books, newspapers, poems and etc.): reading book, school reading book. 2. b) reading, close reading (for example, poems).

CLOSE READING 1. Reading a book or something else attentively to get information and understand. 2. Study, consideration, research.

Recognizing sounds represents an ability to identify and understand the sounds of oral speech and working with them. Prior to mastering reading children should know the position of sounds in the words. They should comprehend that words are built from speech sounds or phonemes. Speech sounds in the first grade are taught during the phase of teaching literacy and speech development.

Reading the words
In the process of teaching letters and sounds, students learn the connection between letters (graphemes) and sounds (phonemes) of oral speech. This allows the students to read and write words using this connection. The primary objective behind teaching letters and sounds is to teach the alphabet principle to students – in other words, the comprehension of systematic interconnection of writing with speech sounds. Through the above-mentioned principles, students will find an opportunity to recognize common words and read new words.

### Learning the vocabulary
Vocabulary represents the reserve of words, which help a person to communicate effectively. Vocabulary reserve consists of two directions: oral speech and written speech vocabulary reserves. Oral speech vocabulary reserve is a complex of words that a person applies while communicating and comprehends when hearing. Written speech vocabulary reserve represents a complex of words that a person comprehends when reading a text or uses while writing.

### Fluent and expressive reading
Fluent and expressive reading represents an ability to ensure reading a text correctly and with normal speed. Those students, who have fluent and expressive reading ability freely and expressively read aloud. Their natural reading corresponds with speed and tone of speaking. Those students, who do not have fluent and expressive reading skill read slowly and word to word.

Expressive reading as one of the recitation arts depends on several other factors simultaneously following fluency and expressiveness. For example, in literature studies (poetry, prose, rhyme, metaphor, allegory, hyperbole…) linguistics (distance, halt, punctuation marks, tone, emphasis, phrase…), psychology (meaning accent, logical accent, conditions and circumstances of participants having a role in the literary work). Compliance with reading tone is the most important constituent part expressive reading.

### Smart reading
Smart reading is the primary purpose of reading. In major educational and methodological sources, smart reading is defined in the following way: “smart reading is the process of obtaining and creating a meaning through reading the written text”. Obtaining a meaning refers to comprehension of a text author’s idea. Creating a meaning refers to analyzing the author’s idea through combining a person’s “ability, skills, knowledge and experience” and a text that s/he reads. Smart reading skill associates the other reading elements of sub-skills aimed at comprehending the meaning of a text.

### Activity 3: Reading competencies in the discipline-specific standards of “Tajik language” for primary classes
General discussion
Ask participants to read the reading competencies and indicators of achieving them in the discipline-specific standards of “Tajik Language” (Grades 1-4) (Page …). Explain the reading competencies. Discuss unclear and difficult sections and bring specific examples. Ask participants about what additional indicators can demonstrate the degree of achieving the competencies? Write suggestions of participants and give those to the program’s responsible persons.

### Activity 4: Practical exercise concerning the application of reading competencies - preparation
Assignment for participants:
1. Get consolidated into five groups (consisting of four-five people).
2. Select a session (activity) from a part of curriculum according to which the reading competencies are developed.
   
   Group 1: Grade 1 – Literacy teaching method (“Recognizing the sounds” – teaching the sounds and letters)
   Group 2: Grade 1 – “Tajik language” teaching phase (“Reading the words”)
   Group 3: Grade 2 – (“Fluent and expressive reading”)
   Group 4: Grade 3 – (Learning the vocabulary)
   Group 5: Grade 4 – (“Smart reading”)

3. Prepare it as a lesson moment. Practice the way of its application.

**Activity 5: Practical exercises – demonstration**

*Assignment:*

Demonstrate your own work results to participants.

(Participants will play the students’ role and you will play a teacher’s role).

**Activity 6: Discussion and evaluation of work in groups**

*Assignment:*

Organize discussion after each demonstration of lesson moment. Answer to the following questions while ensuring analysis and evaluation:

- Which lesson moment did you like?
- What did you receive for yourself from this lesson moment?
- If you carried out this method/play/exercise, how would you have carried it out?

**Activity 7: Discussion of program materials with participants**

Having determined achievements and challenges of teachers provide them with specific recommendations.

**SESSION 5. TEACHING METHOD OF WRITING COMPETENCIES**

*Scope of issues to be discussed:* writing concept, goals of teaching the writing competencies. Writing competencies. Teaching methods of writing competency. What should be changed in teaching the writing competencies?

*Training outcomes:* By the end of the session, participants will be able to:

- explain the writing concept;
- list and explain the writing competencies;
- list the teaching methods of writing competency;
- demonstrate the teaching methods of writing competencies;
- determine educational changes in developing the writing competencies.

*Methods and ways of training activity:*

Brainstorming, “cluster”, mini-lecture, group work, presentation and discussion. Wrap-up and summarization. Evaluation of the session’s outcomes.
Training means:
- discipline-specific standard and curricula of “Tajik language” for Grades 1-4;
- training handouts for groups;
- large white papers (flip chart);
- color markers.

SESSION PROCESS

Activity 1: Identifying the participants' existing knowledge
Brainstorming: In your lessons, which methods do you apply to develop writing skills in primary classes? Having attentively listened to the participants’ opinions and thoughts, record their answers in the cluster. Summarize this activity and go to the next activity.

Activity 2: Mini-lecture about writing
Teaching of writing in primary classes is one of the primary skills. This skill develops based on other skills. Therefore, a student, who masters writing, does not become successful only in learning a language, but also achieves learning the other disciplines. The writing process itself is complex from the psychological and physiologic viewpoint. Nerve system, visual organs, auditory organs (particularly, in orthography), and many body muscles operate in joint association during the writing process. This implication has been noted in the poetry of our past ancestors:

Набиштан зи гуфтанд мухимтар шинос,
Ба гохи навиштан ба чо ор хуш. “Mas’ude Sa’d”

At this stage of primary education, students develop three primary skills: writing technique, orthography (writing without mistakes) and creative thinking. Writing technique in compliance with calligraphy includes writing letters correctly: following the elements and size, connection of letters, distance between words and artistic handwriting. In order to have good handwriting, numerous rewriting exercises and handwriting competitions are arranged for students.

Orthography (writing without mistakes): Complex rules of writing the words correctly, their transfer from one line into another, using capital and small letters, hyphen and others in writing is known as orthography. In primary classes, writing of ā, ē, Ĳ, d, m, x, ķ letters and rules of transferring a part of word from one line into another one, spelling of proper nouns and other aspects are taught through orthography exercises.

Creative thinking (composing essays, writing) implies thinking and making sentences and texts (story, announcement, correspondences, essay, written narration and other types of text) independently. Writing skills are arranged “fluently” and “smartly” as in reading skills. Fluent writing implies that a student follows corresponding speed, spelling of words, punctuation marks and other writing elements. Smart writing implies creating something, i.e., expressing one’s opinion in a logically correct manner and following certain structure while using adequately corresponding words.

From this viewpoint, discipline-specific standards of “Tajik Language” for primary grades encompass these three directions. More attention is paid on the writing technique in the first and second grades and creating a text covers a relatively restricted time and scope. However, more attention is paid to creating texts in the third and fourth grades. Diverse text creation elements, including compliance with the structure, logical sequence of sentences, application of description media and others are taught in these grades.

Activity 3: Writing competencies in the discipline-specific standards of “Tajik Language” for primary grades

WRITING
1. Bringing an idea or a statement on the paper, describe
2. create, compose
3. literary or scientific work
4. rewrite, overwrite
General discussion
Ask participants to read the writing competencies and indicators of achieving them in the discipline-specific standards of “Tajik Language” (Grades 1-4) (Page …). Explain the writing competencies. Discuss unclear and difficult sections and bring specific examples. Ask participants about what more indicators can demonstrate the degree of achieving competencies? Write suggestions of participants and give those to the program’s responsible persons.

**Activity 4: Practical exercise concerning the application of writing competencies - preparation**

*Assignment:*

1. Get consolidated into five groups (consisting of four-five people).
   - Group 1: Grade 1 – Literacy teaching method
   - Group 2: Grade 1 – “Tajik Language” teaching phase
   - Group 3: Grade 2
   - Group 4: Grade 3
   - Group 5: Grade 4
2. Select a session (activity) from a part of curriculum according to which the writing competencies are developed.
3. Prepare it as a lesson moment. Practice the way of its application.

**Activity 5: Practical exercises – demonstration**

*Assignment:*

Demonstrate your own work results to participants.
(Participants will play the students’ role and you will play a teacher’s role).

**Activity 6: Discussion and evaluation of work in groups**

*Assignment:*

Organize discussion after each demonstration of lesson moment. Answer to the following questions while ensuring analysis and evaluation:

- Which lesson moment did you like?
- What did you receive for yourself from this lesson moment?
- If you carried out this method/play/exercise, how would you have carried it out?

**Activity 7: Discussion of program materials with participants**

Having determined achievements and challenges of teachers provide them with specific recommendations.

**CHAPTER 3. PLANNING THE MATHEMATICS LESSONS**

*(Note: Note included in translation or scope for QRP.)*
Annex 1. Lesson

What is the lesson?

What is the lesson’s fundamentals?

Based on which principles the lesson is organized?

How the activities of teaching the students could be organized?

What is the lesson? Probably, answering to this question seems simple at the initial perspective, however what secrets are hidden behind this concept!? Domestic and foreign, Eastern and Western scholars expressed their own deliberations and theories. Here, we do not get engaged into description of diverse theories and provide their generalized conclusion below:

Lesson represents the primary teaching process that ensures teaching and educational activities of a group of students having certain age in order to address teaching and educational objectives.

The students’ learning and educational activities constitute the basics of lesson. Learning and educational activities of students (reading, writing, solution of issues, discussion, narration, explanation, exemplification, interpretation, commentaries, comparison, asking question and providing answers, analysis, juxtaposition and summarization, interlinking, making recommendations) are organized based on a number of educational regularities and principles.

**Educational principles**

- Student is in the focus of attention during the teaching process and requirements of all students should be covered;
- Students should be provided with an opportunity to acquire new knowledge and skills based on the existing knowledge and skills;
- Students should treat education with interest and inclination and this implies that the teaching contents and learning skills should not only exert impact on their future, but also meet today’s requirements;
- Sufficient time should be allocated for learning the new teaching materials;
- Both the teacher and the student are responsible for the educational process;
- While teaching, the teachers apply diverse incentive motivation means and methods;
- Increased cooperation opportunities should be arranged for students while solving issues and improving skills;
- In order to achieve teaching objectives, methodology should be selected taking into account their effectiveness;
- Teachers should make the lesson’s contents and implications compliant depending on the students’ abilities;
- Teaching should be oriented at addressing the issues of “How do we think?” and “What do we think about?”;
- All should realistically evaluate good aspects and those aspects requiring improvement as it concerns their own activities;
- Inequality is a teaching mode as well;
- Education as a process is endless.
Ways of organizing teaching activities during the lesson are as follow below:

Individual, pair, group, and collective

<table>
<thead>
<tr>
<th>Individual</th>
<th>Pair</th>
<th>Group</th>
<th>Collective</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Interrogation of homework;</td>
<td>● Joint learning of a new topic;</td>
<td>● Dispute;</td>
<td>● Dispute;</td>
</tr>
<tr>
<td>● Test written work;</td>
<td>● Teaching each other;</td>
<td>● Role play;</td>
<td>● General discussion</td>
</tr>
<tr>
<td>● Independent reading;</td>
<td>● Assigning exercises to each other;</td>
<td>● Performing instructions that require counseling and advice;</td>
<td>● Mutual relations.</td>
</tr>
<tr>
<td>● Independent work;</td>
<td>● Interview (asking each other)</td>
<td>● for example, solution of complex issues, comparison and analysis</td>
<td></td>
</tr>
<tr>
<td>● Writing summary;</td>
<td>● Role play;</td>
<td>of any trend, event, group project works</td>
<td></td>
</tr>
<tr>
<td>● Project work;</td>
<td>● Evaluating each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Self-evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 2. Types of lessons

Which moments the lesson is comprised of?

What to do in order to avoid lessons’ taking place in monotonous and boring manner?

Lesson is comprised of logically interlinked moments and elements. Lesson’s moment is the lesson’s inseparable piece and part that has its own didactic objectives, for example, a lesson’s organizational moment or part, lesson’s part to discover new knowledge and others.

Sequence, interconnection and dependence of these primary elements constitute the concept of the lesson’s type, which are dependent on the teaching goal, implication, way and method. Different classification of lesson types exists in the didactics. We provide the most common samples of this classification below.

Classification of classical didactics

1. Lesson for learning new materials

The didactic goal of this lesson type is to ensure initial learning and understanding of new materials, exploring the links and relationship of learning objects and it is typical to initial lessons of educational chapter. In this lesson type, educational materials are presented to students for the first time. Teacher has more active role in this lesson type. Teacher presents materials and delivers them to students in an accessible and comprehensible manner. In this lesson type, particular attention is directed at memorizing and understanding the new learning materials.

<table>
<thead>
<tr>
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<td>1. Evaluation of knowledge by students themselves</td>
<td>At this stage, students analyze a new teaching material and evaluate the level of its learning. Originally, developmental evaluation approaches like self-evaluation or ensuring mutual evaluation are broadly applied at this stage.</td>
</tr>
<tr>
<td>2. Lesson’s summarization</td>
<td>At this stage, the students’ activity, knowledge and skill is compared against the teaching goal and analysis and evaluation will be in place so as to understand that to which extent a student achieved the learning objectives. Students are provided with marks.</td>
</tr>
<tr>
<td>3. Homework (guideline about a way of doing the homework)</td>
<td>Giving homework is mandatory! It should be directed at consolidating the new teaching materials.</td>
</tr>
<tr>
<td>4. Organizing a lesson</td>
<td>Preparation for the lesson is tested at this stage. Student attendance, classroom set-up, ensuring preparation of teaching materials, lesson’s notes in the class journal.</td>
</tr>
<tr>
<td>5. Homework</td>
<td>Students’ homework is asked and evaluated.</td>
</tr>
<tr>
<td>6. Learning a new material</td>
<td>This stage represents presentation of a new subject. Usually, teachers apply two types of presenting the new teaching material: inductive and deductive methods. However, it should be remembered that the success of the lessons’ other stages are mostly dependent of this stage.</td>
</tr>
<tr>
<td>7. Initial evaluation of knowledge students have learnt</td>
<td>At this stage, teacher has to make sure that all students understood the new teaching material and are able to explain it. Developmental evaluation approaches is widely used at this stage.</td>
</tr>
<tr>
<td>8. Consolidation</td>
<td>After determining the comprehension level of students, the experienced of consolidation exercises through individual, pair and group activities. teacher arranges a number</td>
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<td>After determining the comprehension level of students, the experienced of consolidation exercises through individual, pair and group activities. teacher arranges a number</td>
</tr>
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</table>
II. Lesson for knowledge consolidation

The didactic objective of this lesson type is to consolidate the acquired knowledge, to acquire skills and abilities to apply that knowledge. Within this lesson plan, students will completely comprehend new learning material they have acquired during the lesson for presenting the new teaching material and will be able to apply it in new circumstances.

<table>
<thead>
<tr>
<th>Lesson phases</th>
<th>Teaching activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing a lesson</td>
<td>Preparation for the lesson is tested at this stage. Student attendance, classroom set-up, ensuring preparation of teaching materials, lesson’s notes in the class journal.</td>
</tr>
<tr>
<td>2. Separating the supporting knowledge (knowledge consolidation) and its regulation</td>
<td>Students’ previous knowledge is remembered and regulated at this stage. In other words, it implies what the students learnt, what is the characteristic of things they have learnt and the like.</td>
</tr>
<tr>
<td>3. Identifying the possibility of applying this knowledge</td>
<td>What could be identified through this knowledge and where can we use it? In other words, it is directed at complete comprehension of material’s essence and teaching process, its impact on previously acquired knowledge and obtaining subsequent skills. Primarily, specific attention is paid to understand the teaching materials and acquire confidence at this stage.</td>
</tr>
<tr>
<td>4. Verifying the knowledge</td>
<td>At the stage, a student verifies the acquired knowledge. S/he responds to the following questions: What difficulty have I faced? How could it be addressed? Who/what helped me? What should I do else in order to profoundly understand the process?</td>
</tr>
<tr>
<td>5. Doing exercises based on a sample</td>
<td>This phase could be named as the process of “providing access”, because having acted based on the suggested sample a student creates similar sentences and phrases, develops a text and the like. For example, it may include writing a letter based on the suggested sample. Control and semi-control exercises are primarily used at this stage.</td>
</tr>
<tr>
<td>6. Doing exercises concerning the application of knowledge in new circumstances</td>
<td>It represents the most sensitive stage of teaching process in which a student tries to use the leaning material with the help of a teacher or someone else: write letter, create text, and have fine-tuned conversation. Students need advice. Evaluation means for this phase are self-evaluation, evaluating others and writing recommendations and references.</td>
</tr>
<tr>
<td>7. Summarizing the lesson</td>
<td>The level of achieving teaching goal at this stage is reviewed through questions and answers and general discussion. The outcomes of students’ work and their activities are specifically evaluated and appreciated.</td>
</tr>
</tbody>
</table>
III. Lesson on the Application of Knowledge, Skills and Abilities in Action

The didactic objective of this lesson type is to develop an independent ability of applying knowledge, skills and capacities in the new circumstances. At this stage, students apply analysis, evaluation and creation and while ensuring creation feel responsibility in respect to the teaching process. In this lesson type, teacher plays the guide’s role in fact. Teacher becomes students’ critic and opponent.

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<thead>
<tr>
<th>Lesson phases</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing a lesson</td>
<td>Preparation for the lesson is tested at this stage. Student attendance, classroom set-up, ensuring preparation of teaching materials, lesson’s notes in the class journal.</td>
</tr>
<tr>
<td>2. Separating the supporting knowledge</td>
<td>Consolidation of knowledge that allows application for creative purposes.</td>
</tr>
<tr>
<td>3. Summarization and streamlining a knowledge system and ways of ensuring activities</td>
<td>Students analyze and discuss the educational process, i.e., how we identified, constructed, explored, wrote something and the like.</td>
</tr>
<tr>
<td>4. Learning a sample of applying knowledge, skills and abilities</td>
<td>Students analyze a sample of one’s own work or that of their classmates, draw a conclusion and carry out a new work based on the sample. It should be noted that students act independently at this stage.</td>
</tr>
<tr>
<td>5. Applying knowledge, skills and abilities in new circumstances</td>
<td>This stage is completely attributed to creation. Authentically, it is observed beyond the classes, in speaking, writing and behavior of a student. In order to implement this stage the teaching circumstances are made closely corresponding with the life reality. Learnt teaching material is provided to students in the form of an exercise. If students do an educational exercise separately or collectively, then one can confidently say that they gained corresponding knowledge, skills and abilities.</td>
</tr>
<tr>
<td>6. Controlling and evaluating the knowledge, skills and abilities</td>
<td>In order to test teaching outcomes (namely, acquiring knowledge, skills and abilities) students perform test exercises. They write dictation, story or small essay (this stage could be assigned as the homework as well). Authentically, summarizing evaluation approaches, including text, questionnaires, dictation, essay and others are used at this stage.</td>
</tr>
<tr>
<td>7. Summarizing the lesson</td>
<td>The level of achieving teaching goal at this stage is reviewed through questions and answers and general discussion. The outcomes of students’ work and their activities are specifically evaluated and appreciated.</td>
</tr>
</tbody>
</table>
IV. Closing Lesson and Structure Student Knowledge

The didactic objective of this lesson type is to acquire knowledge in the system, summarize and draw conclusions. As it is clear from its name, this lesson type summarizes the students’ knowledge, skills and abilities within the framework of a teaching scope and brings them into a certain system.

<table>
<thead>
<tr>
<th>Lesson phases</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing students for the lesson</td>
<td>The students’ preparedness level is determined, student attendance is verified and lesson’s process is specified at this stage.</td>
</tr>
<tr>
<td>2. Suggesting an objective and its discussion</td>
<td>Teaching objective is presented and its essence and importance is discussed. Students are stimulated to achieve this objective. Brainstorming is a good method of organizing this stage.</td>
</tr>
<tr>
<td>3. Setting a question, issue or problem</td>
<td>An issue and/or a problem is presented to students for ensuring profound analysis of material, news, information, idea and/or teaching element and exposed into discussion. Methods of “Agenda”, “Cluster”, “Why Diagram”, “Venn Diagram”, “How Diagram” are used depending on the specifics of question, issue or a problem. Applying work in pairs and group work is reasonable at this stage.</td>
</tr>
<tr>
<td>4. Providing students with materials</td>
<td>Students are provided with plans, tables, visual instruments so as to arrange their presentation and analysis in compliance with rules.</td>
</tr>
<tr>
<td>5. Putting knowledge in order and drawing conclusions</td>
<td>Students put the acquired knowledge in order through critical thinking approaches and inductive thinking methods (from small to large). This action could be arranged in the form of general discussion, questions and answers and/or writing an essay. It goes without saying that application of developmental evaluation approaches, including self-evaluation and ensuring evaluation to each other is timely.</td>
</tr>
<tr>
<td>6. Summarizing the lesson</td>
<td>The level of achieving teaching goal at this stage is reviewed through questions and answers and general discussion. The outcomes of students’ work and their activities are specifically evaluated and appreciated.</td>
</tr>
</tbody>
</table>
V. Lesson on Assessment and Evaluation of students’ knowledge

The didactic objective of this lesson type is to identify the degree of knowledge acquisition, its application and determining the ways of addressing the students’ challenges. This lesson can be the last lesson within the teaching scope. Having used different evaluation approaches, the experienced teachers test students’ knowledge, skills and abilities and seek other ways and methods of addressing students’ challenges.

<table>
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<tr>
<th>Lesson phases</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Organizing a lesson</td>
<td>Preparation for the lesson is tested at this stage. Student attendance, classroom set-up, ensuring preparation of teaching materials, lesson’s notes in the class journal.</td>
</tr>
<tr>
<td>2. Determining the students level of understanding</td>
<td>The students’ level of understanding is determined through questions and answers. Shortages are discussed and challenges around the acquired knowledge are addressed. Brainstorming is a timely approach at this stage.</td>
</tr>
<tr>
<td>3. Students’ level of preparedness in terms of ability to apply knowledge based on a sample</td>
<td>Teacher can ask students to perform an activity based on the suggested sample in compliance with the teaching goal. For example, write a small story, where the description element is profoundly demonstrated; create a text, which is consisted of two paragraphs and logical sequence of thoughts is followed; write ten proper nouns, write correspondences and the like.</td>
</tr>
<tr>
<td>4. Application of knowledge in new circumstances</td>
<td>At this stage, students apply their knowledge in new circumstances, i.e., write correspondences, essay, create story, compose sentences, analyze and others in compliance with criteria specified during the previous lesson stage.</td>
</tr>
<tr>
<td>5. Summarizing the lesson</td>
<td>The level of achieving teaching goal at this stage is reviewed through questions and answers and general discussion. The outcomes of students’ work and their activities are specifically evaluated and appreciated.</td>
</tr>
</tbody>
</table>
VI. Mixed lesson

The didactic objective of this lesson type is to identify the degree of knowledge acquisition, its application and determining the ways of addressing the students’ challenges. Having used different evaluation approaches, the experienced teachers test students’ knowledge, skills and abilities and seek other ways and methods of addressing students’ challenges.

<table>
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<th>Lesson phases</th>
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<tbody>
<tr>
<td>1. Organizing a lesson</td>
<td>Preparation for the lesson is tested at this stage. Student attendance, classroom set-up, ensuring preparation of teaching materials, lesson’s notes in the class journal.</td>
</tr>
<tr>
<td>2. Asking a homework</td>
<td>The level of students’ understanding is determined through arranging the questions and answers session. Shortages are discussed and issues concerning the acquired knowledge are addressed.</td>
</tr>
<tr>
<td>3. Presenting (learning) a new material</td>
<td>This represents a stage of presenting a new topic. Teachers usually apply two types of presenting a new teaching material: inductive and deductive methods.</td>
</tr>
<tr>
<td>4. Consolidation</td>
<td>Teacher can ask students to perform an activity based on the suggested sample or in the new circumstances in compliance with the teaching goal. Students use their knowledge at this stage.</td>
</tr>
<tr>
<td>5. Homework assignment (guidelines for homework)</td>
<td>Homework is assigned at this stage. It should be directed at consolidating the knowledge acquired in the classroom.</td>
</tr>
<tr>
<td>6. Summarizing the lesson</td>
<td>The level of achieving teaching goal at this stage is reviewed through questions and answers and general discussion. The outcomes of students’ work and their activities are specifically evaluated and appreciated.</td>
</tr>
</tbody>
</table>

Three-stage teaching framework

Teaching characteristics are compliant with a three-stage teaching model as well. The lesson planning approach is authentically directed at three lesson stages: (1) **stimulation**, (2) **comprehension** and (3) **thinking**.

I. **Stimulation stage (lesson’s start)** is directed at performing the following didactic objectives:

- a) Activation of basic knowledge:
  - render support to students in terms of specifying their knowledge about the new topic;
- b) Providing incentives for the forthcoming activities:
  - create a positive feeling;
  - secrecy;
  - unexpectedness;
  - curiosity, etc.

II. **Comprehension** (lesson’s main part) is directed at performing the following didactic objectives:

- a) Learning new materials:
  - organize the students’ work with new materials;
  - ensure an opportunity to control one’s own understanding;
  - build bridges between the old and new knowledge;
- b) Processing new information: dividing primary information and putting it in order.

III. **Thinking** stage (lesson’s completion – summarization) is directed at performing the following didactic objectives:

- a) Knowledge integration:
  - consolidate and supplement the acquired knowledge;
  - student’s presentation of new information with his/he own understanding;
  - oversee the volume of increased knowledge;
- b) Development of evaluation skills:
  - evaluate individual activities;
  - express one’s own attitude towards the lesson’s contents;
  - knowledge assessment.
1. Lesson types become different depending on teaching phase of a chapter. If the first lesson of a chapter is primarily learning the new teaching material, then the last lesson could be the lesson for supervision, evaluation and regulation of students’ knowledge. It could be illustrated in the diagram in the following way.
Annex 3. Teaching technology and methods

The concept “technology” has Greek origin consisting of words techne implying “art”, “ability” and ogos “science” and presents the complete meaning of “science about arts and abilities”.

Concepts of “pedagogic technology”, “teaching technology” and “learning technology” are encountered in the pedagogical literature. They are interlinked similar to words pedagogy, teaching and learning. Depending on the teaching and educational process, the concept “technology” could be adequately interpreted as the art of teaching and delivering lessons. Many bilingual dictionaries interpret “technology” as a complex of ways and approaches for artistic and skillful implementation of a work.

Technologizing the teaching process represents a development process directed at increasing the efficiency of teaching process and guaranteeing the students’ achievement of expected outcomes.

**Technological indicators of teaching are as follow below:**

- First, developing the training objectives in the form of expected outcomes
- Presenting the meaning of a material to be learnt in the form of educational objectives system (logical sequence).

Teaching technology is applied during the lesson planning regardless of a planning type.

Lesson is comprised of logically interconnected moments and elements. Lesson moment represents a lesson’s inseparable part having its didactic objectives, for example, a lesson’s organizational moment or part, new knowledge exploration part and others.

Sequence, connection and dependence of these primary elements constitute the lesson type concept, which is dependent on teaching objectives, implications, ways and methods. Different classification of lesson types exists in didactics. We provide the most commonly known samples of this classification below.

Methods are also important in the teaching technology. Method represents the complex of ways, approaches and modes of learning, knowing, understanding, comprehending and is regularly used to make the teaching process effective. Until today, unified classification of teaching methods do not exist in the didactics. Nevertheless, methods could be conditionally divided into two large groups today:

1) Traditional methods
2) Interactive methods

Traditional methods:
- oral methods (narration, conversation, explanation, lecture);
- visual methods (demonstration, observation, excursion);
- practical methods (exercises, practical and teaching work).
- methods for obtaining knowledge;
- methods for developing skills and abilities;
- methods for knowledge application;
- methods for creative activities;
- incentive methods;
- problem setting methods;
- heuristic methods;
- research methods;
- supervision methods.
Interactive methods

The most important principles of interactive methods, sometimes called active and more clearly, cooperative, as well, include the followings:

- teacher and students have equal opportunities during the discussion;
- teachers demonstrate initiative and teach each other;
- exploration and research environment is arranged;
- each student is disposed favorably and individually;
- pair and group activities that require putting forth joint efforts have advantage.

It should be emphasized that interactive methods of teaching the Tajik language in primary classes never imply abstaining from application of traditional methods. Traditional methods are mostly applied for acquiring a system of profound certain knowledge and interactive methods are used aimed at teaching skills and abilities in a cooperative manner. Teacher should in corresponding instances make use of both interactive and traditional methods in a lesson.

It is important for a teacher to understand the difference between these methods and to avoid applying one of them only based on formality and instruction.

Integration of proven traditional and modern interactive methods in education facilitates towards making the lessons more rich and varied.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Teaching objectives</th>
<th>Teaching forms and methods</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulation</td>
<td>• To attract attention;</td>
<td>• Problem statement</td>
<td>• What do you know about this?</td>
</tr>
<tr>
<td></td>
<td>• To turn into the students’ existing experience;</td>
<td>• Brainstorming</td>
<td>• Why should we know this?</td>
</tr>
<tr>
<td></td>
<td>• To organize the students’ thinking activities;</td>
<td>• Cluster</td>
<td>• In your opinion, what is the statement about?</td>
</tr>
<tr>
<td></td>
<td>• To allow students independently specify the lesson goal.</td>
<td>• Individual and pair work</td>
<td>• What do you what to know?</td>
</tr>
<tr>
<td>Comprehension</td>
<td>To get acquainted with meaning of information, its relation with issues of stimulation stage, reading, writing, solution, seeking answers to the questions, identifying the primary idea and separating it from the text, exploring new things and applying them in new circumstances and etc.</td>
<td>• Joint learning</td>
<td>• What did you learn?</td>
</tr>
<tr>
<td>(exploring and acquiring new knowledge)</td>
<td></td>
<td>• Question to the author</td>
<td>• When?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Agenda</td>
<td>• Where?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Twist</td>
<td>• Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Insert*</td>
<td>• How?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading with stops</td>
<td>• What kind of an importance does it have?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gallery</td>
<td>• What do you think about this?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hot location</td>
<td>• What did you like most?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual, pair and group work</td>
<td>• Forecast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bring example from the life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• What do you see the solution to this problem?</td>
</tr>
<tr>
<td>Thinking</td>
<td>• To conclude and to put the acquired knowledge in order;</td>
<td>• Writing a story</td>
<td>• What kind of an importance did the learnt theme have?</td>
</tr>
<tr>
<td></td>
<td>• To have creative relations towards the knowledge, skills and abilities;</td>
<td>• T-plan</td>
<td>• Where and how we can use it?</td>
</tr>
<tr>
<td></td>
<td>• To evaluate and summarize.</td>
<td>• Completing the “Insert” plan</td>
<td>• What do you want to add?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Venn Diagram</td>
<td>• What are its advantages and disadvantages?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• General discussion</td>
<td>• What ways of addressing challenges have you learnt?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual, pair and group work</td>
<td></td>
</tr>
</tbody>
</table>
Annex 4. Types of lesson evaluation

Developmental evaluation

Developmental evaluation is applied with the purpose to regularly determine the level of students’ mastering of competencies and is carries out in different moments of lessons. The possibility of modifying the teaching method emerges in case of identifying incompatibility with students’ achievements. In order to make the teaching process effective, the developmental evaluation foresees selecting appropriate methods. For example, if a student is unable to carry out an exercise after assigning it, different ways of doing an exercise is indicated (simplified explanation, doing an exercise in an easier way).

Outcomes of developmental evaluation allow teachers:

1) To apply teaching materials through modifying the teaching methods;
2) To teach small group of students applying other methods;
3) To accelerate the teaching speed in case if most students quickly master competencies;
4) To complete teaching a theme in case if all students master competencies.

Developmental evaluation is not a new phenomenon and in different didactical works it is referred to as the “previous evaluation of students” and “working with weak students”. DE abbreviation is hereinafter used to imply the Developmental Evaluation.

Summarizing evaluation

When we or others try to determine the students’ general knowledge and their knowledge acquisition outcomes, we apply summarizing evaluation. Summarizing evaluation is held in specified time (lesson’s completion, marks for final stage, half-year, quarter). The purpose behind summarizing evaluation is to determine to what extent students were able to acquire competencies. All verifications that teachers and other responsible people present as reports to the parents and ministry are considered summarizing evaluation. We use SE hereinafter to imply the Summarizing Evaluation.

Different evaluation goals

Samples of few examples illustrating the specific evaluation goals and ways of their practical implementation are provided below.

<table>
<thead>
<tr>
<th>Goals of developmental evaluation</th>
<th>Example</th>
</tr>
</thead>
</table>
| Allows teacher to identify the level of students’ competencies. In case of failure to acquire the aforementioned competency, teacher modifies the teaching method or approach. | 1) Teacher provides the list of regular and irregular phrases. Students should identify regular phrases. Applying this approach, teacher identifies whether students know the phrase formation rules or not? While completing this activity, teacher asks the students to correct the mistakes.  
2) When holding lessons about “Respecting the adults”, teacher asks the students to tell a story about relationship with adult people in one’s own village. One of the students told a story describing how he cheated a blind adult man. Teacher understood that this student is not applying the competency in everyday life and further development of this theme is important. Teacher asks the students to explain that student’s behavior. One of the girls states that his behavior is incorrect, because he failed to respect adult people. Cheating blind people despite their age is an incorrect behavior. Others agree to this opinion as well. |
| Provides students with information about the progress of one’s own education so they will be able to streamline efforts in mastering the competency. | While assigning an exercise for writing a story, teacher asks the students to read each other’s story in pairs and discuss any kind of difficulty and the extent of achieving the lesson goals. After completion of pair work, teacher will cooperate with those students, who have difficulty in writing a story. |
It has been recognized that DE is successfully applied into practice only when the teacher has even an opportunity to select materials, method and time of working with separate students or a group of students.

<table>
<thead>
<tr>
<th>Goals of summarizing evaluation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report to students about their progress as it concerns competencies following teaching a theme;</td>
<td>After teaching a topic, the teacher gives students a written exercise and following the completion of exercise, the teacher evaluates their work based on the scoring schedule of 20 points. Discipline supervisor said that students should receive at least 16 points to be among the number of those, who mastered this competency.</td>
</tr>
<tr>
<td>Report to the parents about a student’s progress</td>
<td>Teacher gives students a mark and based on the tests and exercises, provides information in the students’ report with his/her explanation about the achieved and learnt competencies.</td>
</tr>
<tr>
<td>Endorsement of intra-school summarizing evaluation and attestation of graduation</td>
<td>Teacher notifies the students in advance that the attestation of graduation will be held on certain date. When students attend the graduation attestation, the achieved outcomes resembles the results of tests they passed in the class. This certifies that the teachers testing applied have been correct and trustworthy.</td>
</tr>
<tr>
<td>Submission of information to the school administration, Ministry of Education and Science concerning the achievement level of standards’ competencies</td>
<td>The Ministry provides standard reading tests (for comprehension of meaning) to test the students’ competencies. School/Department of Education applies testing of students with these tests. Tests will be evaluated by the National Testing Center and results will be submitted to the Ministry. The Ministry determines the results at the school, district and republican levels and draws necessary conclusions.</td>
</tr>
</tbody>
</table>

Summarizing evaluation can exert impact on the teaching process as well. Therefore, it could be applied for the purpose of developmental evaluation.

Information collected during the developmental evaluation, shall be used to rectify the teaching shortages. We will not use it for the purposes of summarizing evaluation. We should not use the information obtained in the process of developmental evaluation for school reporting and others.

Within the framework of developmental evaluation, the information collected in certain time interval is valid only at the same time interval. For example, we have observed that a student made a mistake while writing a capital letter. It does not imply that he never correctly uses the capital letter.

Information collected from SE within a certain time interval has long-term validity (in other words, until the next timeframe, next year, until a new learning).

The teacher maintains the confidentiality of all results obtained from the developmental evaluation. S/he can discuss the outcomes of student and classroom’s work with themselves only. Providing information about the results of developmental evaluation to other people is strictly prohibited. If confidentiality is not maintained, it will lose its essential feature as the developmental evaluation and becomes the summarizing evaluation.

For example,

Imagine that a teacher wants to review written work of Jahonoro, a student of fourth grade, when she is doing the assigned exercise. It becomes evident that Jahonoro, though managed composing an extended essay, she made many orthographic mistakes in the written exercise. With Jahonoro’s request, the teacher corrects several of her mistakes. After classes, the teacher suddenly encounters with Jahonoro’s father. The teacher tells him about Jahonoro’s orthographic mistakes. Jahonoro’s father comes home and criticizes his daughter. The next time, when performing similar written work Jahonoro writes very few and verifies the correctness of each word and does not request support from the teacher. Now, to her understanding, a partly performed exercise resembles a complete work.
Annex 5. Lesson planning

What does a good lesson start from? Does it start from your knowledge, skills and abilities? Or it starts from…? All of your opinions are correct; however the answer “A good lesson starts from its planning” is better. Teacher’s preparedness to a lesson starts from its planning and demonstrates his/her creative activities.

**Lesson plan has significant importance for:**

- Implementing the requirements of education standards, plan and curricula;
- Improving the education;
- Indicating the objective clearly;
- Using the time effectively;
- Selecting subjects, materials and methods correctly;
- Applying the visual and technical aids rationally;
- Gaining confidence to one’s own activities;
- Avoiding purposeless repetition;
- Ensuring exploration aimed at finding new teaching approaches;
- Determining the connection of new theme with a learnt theme;
- Evaluating one’s own work and that of students appropriately.

Teacher’s preparedness includes two phases: **general and specific.**

**General preparedness:**

- Learning pedagogical literature;
- Learning psychological literature;
- Learning methodological literature;
- Requirements and implication of state education standards, plans and discipline-specific curriculum;
- Commentary correspondences;
- Textbook;
- Advanced experience of other teachers;
- Personally obtained experience;
- Compilation of calendar plan (making use of curricular plan hours).

**Specific preparedness:**

- Developing lesson plan and its materials.

Writing lesson plan starts from the teaching objectives. In order to succeed this goal of writing one’s own lesson plan, you should answer to the following questions:

1. Application of what lesson type is more effective to achieve the teaching objective? (Every lesson type consists of specific moments. Selecting teaching approach and method depending on these moments becomes easier.)

2. What kind of activities should I opt for in order to achieve the teaching objective?

3. What means can I use in this or that lesson moments (pictures and illustrations, plan and schedule, computer)?

4. In applying activities, it is possible to organize collaborative environment for the students.

5. How should I verify to know whether the set objectives are performed or not?

*If you are able to find answers to these questions, your lesson will have good outcomes.*

We provide a sample structure of lesson plan with explanation of integral components below. It represents a sample and it is not necessary to accommodate it into the plan. It is important for you to consider its recommendations.
<table>
<thead>
<tr>
<th><strong>Discipline and class:</strong></th>
<th><strong>Date:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Discipline and class that you will be teaching a lesson)</td>
<td>(Date of lesson)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Competency or teaching outcome(s):</strong></th>
<th><strong>Topic:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Write the outcome from the section “Teaching program”)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lesson teaching objective(s):</strong></th>
<th><strong>Students’ previous knowledge:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Indicate the lesson teaching objectives here.)</em></td>
<td><em>(It is not necessary to complete this time every time. However, sometimes indicating those things that students should know and or be able to do to achieve this lesson’s goal is not free from benefit.)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching materials:</strong></th>
<th><strong>Lesson’s process:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Make note of materials necessary for the lesson – textbook and others. This part will help you in preparing the required materials.)</em></td>
<td><em>(The following questions help designing the lesson steps (these are not lesson steps! Depending on your teaching activities, these questions may change.)</em></td>
</tr>
</tbody>
</table>

1. Before the lesson starts, do you need to prepare any material? Which one? How?  
2. Is it necessary for you to place the students?  
3. How will you present an assignment?  
4. How will you explain the new teaching contents?  
5. What is the primary teaching element that the students should understand?  
6. How will you adjust your lesson with the students’ previous knowledge?  
7. What kind of assignments will you offer to learn/exercise the new teaching contents?  
8. Is it better to arrange lesson using interactive methods or not?  
9. How will you ask students to do an exercise (instructions to carry out a teaching objective)?  
10. How will you supervise the students’ learning while doing this exercise?  
11. How will you help those students, who need more help?  
12. How will the students ask you for a help?  
13. How will you summarize the lesson?  
14. In your opinion, how much time will be spent for each step?  
15. What kind of homework will you assign to the students for consolidation and practicing a new material?)  

<table>
<thead>
<tr>
<th><strong>Evaluation:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Specify the type of current (summarizing) evaluation and clarify the method for analyzing the lesson outcomes to be considered for the next lesson (developmental evaluation).)</em></td>
<td></td>
</tr>
</tbody>
</table>