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## XORIOAMNIONIT BILAN ASORATLANGAN HOMILADORLARDA PERINATAL NATIJALAR

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### ✓ Rezyume

*Maqolada qog'onoq suvi tug'ruqdan oldin ketgan 149 nafar homiladorlar, ulardan 39 nafari xorioamnionit bilan asoratlangan va tug'ruq jarayoni fiziologik kechgan 30 nafar homiladorlarning shikoyatlari, akusherlik, ginekologik, somatik anamnezi va perinatal natijalari yoritilgan. Tadqiqot natijalari shuni ko'rsatdiki, xorioamnionit klinik jihatdan quyidagi belgilar bilan namoyon bo'lgan, xususan: 15 (38,5%) nafar ayolda badbo'y hidli vaginal ajralmalar, 24 nafar ayolda (61,5%) tana haroratining 38-39°C gacha ko'tarilishi, shundan 9 nafarida tana haroratining 39°C dan yuqori ko'tarilishi va 15 nafarida esa tana harorati 38°C gacha bo'lganligi, tana haroratining ko'tarilishi bilan barcha ayollarda taxikardiya kuzatilganligi aniqlandi.*

*Kalit so'zlar: muddatidagi tug'ruq, tug'ruq induksiyasi, qog'onoq parda, homilaning rivojlanishdan orqada qolishi*

## ПЕРИНАТАЛЬНЫЕ ИСХОДЫ У БЕРЕМЕННЫХ С ХОРИОАМНИОНИТОМ

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### ✓ Резюме

*В статье представлено результаты исследование по изучению сбор жалоб, гинекологического, акушерского, соматического анамнеза и перинатального исхода у 149 женщин с излитием околоплодных вод из них 39 женщин с хориоамнионитом в 37-42 недель и у 30 женщин с физиологически протекающей беременностью и начинающейся родовой деятельностью. Результаты исследования показали, что клинически хориоамнионит проявлялся следующими симптомами, в частности: выделениями из влагалища с неприятным запахом у 15 (38,5%) женщин, повышением температуры тела до 38-39 °С у 24 женщин (61,5%), из которых 9 имели повышение температуры тела выше 39 °С и 15 имели повышение температуры тела до 38 °С, с тахикардией, наблюдаемой у всех женщин с повышением температуры тела.*

*Ключевые слова: преждевременные роды, индукция родов, амниотическое мембрана, задержка внутриутробного плода.*

## PERINATAL OUTCOMES IN PREGNANT WOMEN WITH CHORIOAMNIONITIS

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#### ✓ *Resume*

*The article presents the results of a study on the collection of complaints, gynecological, obstetric, somatic history and perinatal outcome in 149 women with amniotic fluid rupture, of which 39 women with chorioamnionitis at 37-42 weeks and in 30 women with a physiologically proceeding pregnancy and beginning labor activity. The results of the study showed that clinically chorioamnionitis was manifested by the following symptoms, in particular: vaginal discharge with an unpleasant odor in 15 (38.5%) women, an increase in body temperature to 38-39 ° C in 24 women (61.5%), of of whom 9 had an increase in body temperature above 39 ° C and 15 had an increase in body temperature up to 38 ° C, with tachycardia observed in all women with an increase in body temperature.*

*Key words: physiological pregnancy, women in labor, birth induction*

#### **Dolzarbligi**

Z monaviy akusherlik va perinatalogiya muammolari orasida amnion suyuqlikning tugʻruqdan oldin yorilishi va xorioamnionit bilan asoratlanishi yetakchi oʻrinlardan birini egallamoqda [1,2,3,4,5,6,7]. Qogʻonoq pardaning tugʻruqdan oldingi yorilishi tugʻruq boshlanishidan oldin muddatidagi homiladorlik paytida sodir boʻladi. Tugʻruq biomexanizmida muhim rol oʻynaydigan amnion suvi homilaning holati uchun katta fiziologik ahamiyatga ega, chunki uning erkin rivojlanishi va harakatlanishi uchun sharoit yaratadi, shuningdek, homilani salbiy taʼsirlardan himoya qiladi [8,9,10,11,12,13,14,15]. Xorioamnionit bu amnion suvi, yoʻldosh, homila, homila membranalari yoki bachadon detsidual pardasining homiladorlik va tugʻruq vaqtida yalligʻlanishi natijasida kelib chiqadigan patologik jarayondir [16,17,18,19,20,21,22,23,24].

**Tadqiqot maqsadi:** Qogʻonoq suvi tugʻruqdan oldin ketgan va xorioamnionit bilan asoratlangan homiladorlarni shikoyatlarini, akusherlik, ginekologik, somatik anamnezini hamda perinatal natijalarni oʻrganish.

#### **Material va usullar**

Biz tugʻruqxonaga yotqizilgan muddatidagi homiladorlar va qogʻonoq suvlarining tugʻruqdan oldin ketgan (QSTOK) 119 homilador ayolni tekshirdik. QSTOK kuzatilgan barcha homilador ayollarning toʻliq anamnez va shikoyatlar toʻplami yigʻildi. Qogʻonoq suyuqlikning tugʻruqdan oldin yorilishi tashxisi bachadon boʻynidan oqayotgan yoki qinning orqa gumbazida joylashgan suyuqlikni qin koʻzgusi yordamida aniqlangandan soʻng tasdiqlandi. QSTOK kuzatilgan homilador ayollar uchun infeksiya tarqalish xavfi yuqori boʻlganligi uchun vaginal tekshiruvlar koʻp oʻtkazilmadi (protokol boʻyicha).

#### **Natijalar va tahlillar**

Homiladorlik paytida asoratlar uchrash darajasini tahlil qilish shuni koʻrsatdiki, homilador ayollar anamnezidagi ilk toksikozlardan biri qusishi XA rivojlangan guruh ayollarining deyarli har uchinchisida kuzatilgan - 11(28.2%), QSTOK asorati boʻlgan guruh ayollarining har oltinchisida - 13(16.25%) va nazorat guruhidan 4 nafar (13.3%) ayollarda kuzatilgan. Ammo qiziq fakt shundaki, muddatdan oldingi tugʻruq xavfi QSTOK asorati boʻlgan guruh ayollarda deyarli har uchinchi ayollarda 23(28,75%) kuzatilgan va nazorat guruh ayollardagi koʻrsatkich 1 nafarni (3,3%) tashkil qilgan. XA bilan QSTOK asorati boʻlgan guruh ayollarida yuzaga kelishi mumkin boʻlgan quyidagi xavf omillari aniqlandi: klinik tekshirish natijalariga koʻra tugʻruq paytida va tugʻruqdan keyingi erta davrda patologik qon yoʻqotish bilan bogʻliq boʻlgan - anemiya (97.4%), bu fiziologik qon ketish boʻlgan ayollarga qaraganda 4,2 va 9 barobar koʻp boʻlgan. Bu kamqonlikning amnion suyuqlikning tugʻruqdan oldin yorilishini va XAning rivojlanishiga aniq taʼsirini koʻrsatadi. OʻRIn QSTOK va XA rivojlangan guruh ayollar nazorat guruhiga qaraganda 4 barobar koʻp kuzatilgan. Homiladorlikdagi gipertenziv holatlar nazorat guruhiga nisbatan QSTOK kuzatilgan homilador ayollarda (17,5%) va QSTOK va XA boʻlgan ayollarda 28,2% ni tashkil qilgan. Bundan kelib chiqadiki, gipertenziv kasalliklar ham tugʻruqdan oldin suv ketganda XA rivojlanishining muhim xavf omilidir.

Suvsizlik davrning davomiyligi 24 soatgacha choʻzilishi birinchi asosiy guruh ayollarida 7,7%da kuzatilgan. Bundan kelib chiqadiki, suvsizlik intervalining oshib borishi xorioamnionit bilan asoratlanish xavfini oshiradi .

Yangi tug‘ilgan chaqaloqlarni Apgar shkalasi bo‘yicha baholashni tahlil qilganda, 8-10 ball bilan tug‘ilgan chaqaloqlar soni birinchi asosiy guruhda 9 ta (23%) 3 barobar kam, va ikkinchi asosiy guruhda 41(51,25%) va 21(70%) nazorat bilan solishtirganda 1,4 barobar kamroq bo‘lganligi aniqlandi.

Shu bilan birga, 4-5 balli yangi tug‘ilgan chaqaloqlar faqat, birinchi asosiy guruhda 1 nafar (2,6%) yangi tug‘ilgan chaqaloqda kuzatilgan. 1 daqiqada 6-7 ball birinchi asosiy guruh - 29(74,4%) nafarida va ikkinchi asosiy guruh - 39(48,75%) nafar ayollardan tug‘ilgan deyarli har ikkinchi yangi tug‘ilgan chaqaloqda qayd etilgan, nazorat guruhida 9(30%) nafarida kuzatilgan. Spu bilan birga, 5 daqiqada bu ko‘rsatkich nazorat guruhiga qaraganda past ko‘rsatkichni qayd etdi. Shunday qilib, amnion membrananing tug‘ruqdan oldin yorilishi, homiladorlik muddatidan qat‘iy nazar, yangi tug‘ilgan chaqaloqning ballar bo‘yicha past ko‘rsatkichiga sabab bo‘ladi.

Homila ichi infeksiya tashxisi yangi tug‘ilgan chaqaloqlarning faqat birinchi asosiy guruhda, har beshinchi ayoldan - 3(7,7%) va nafas olish etishmovchiligi bilan asoratlanish - 1(2,6%) nafar ayoldan tug‘ilgan chaqaloqda kuzatildi. Rezus konflikt bo‘yicha CHGK yangi tug‘ilgan chaqaloqlarda birinchi asosiy guruhda 7,7%da va ikkinchi asosiy guruhda 3.75% da uchragan.

### Xulosa

Shunday qilib, tadqiqot natijalari shuni ko‘rsatdiki, qog‘onoq suvi tug‘ruqdan oldin ketgan homilador ayollardan 39 nafarida homiladorligi xorioamnionit bilan asoratlangan. Xorioamnionit klinik jihatdan quyidagi belgilar bilan namoyon bo‘lgan, xususan: 15(38,5%) nafar ayolda badbo‘y hidli vaginal ajralmalar, 24 nafar ayolda (61,5%) tana haroratining 38-39°C gacha ko‘tarilishi, shundan 9 nafarida tana haroratining 39°C dan yuqori ko‘tarilishi va 15 nafarida esa tana harorati 38°C gacha bo‘lganligi, tana haroratining ko‘tarilishi bilan barcha ayollarda taxikardiya kuzatilganligi aniqlandi. Qog‘onoq suvining tug‘ruqdan oldin ketish fonida xorioamnionit bilan asoratlangan homilador ayollarning 25(64%) nafarida homilaning taxikardiyasi kuzatilgan. QSTOK va XA rivojlangan guruh ayollarda, bu homila ichi infeksiya rivojlanishi uchun xavf omilidir, yangi tug‘ilgan chaqaloqlar tug‘ruqdan keyingi erta davrda nafas olish depressiyasi va og‘ir asfiksiya bilan tug‘iladi.

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## PROBLEMS AND PECULIARITIES OF ONLINE LECTURE COURSE DESIGN

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### ✓ *Resume*

*This article discusses the processes of pedagogical activity in higher educational institutions based on a creative approach, the development of an active, business teacher in the system of pedagogical education, ready for self-development and improvement, possessing organizational abilities, initiative and creative potential, which is a promising requirement for the inclusion of predictive activity of teachers in the pedagogical educational process.*

*Keywords: creative approach, pedagogical activity, higher education, educational process, creative activity.*

## ПРОБЛЕМЫ И ОСОБЕННОСТИ РАЗРАБОТКИ ОНЛАЙН-КУРСА ЛЕКЦИЙ

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### ✓ *Резюме*

*В данной статье рассматриваются педагогической деятельности в высших учебных заведениях на основе креативного подхода, развитие в системе педагогического образования активного, делового педагога, готового к саморазвитию и совершенствованию, обладающего организаторскими способностями, инициативным и творческим потенциалом, что является перспективным требованием педагогов в педагогический образовательный процесс.*

*Ключевые слова: творческий подход, педагогическая деятельность, высшее образование, образовательный процесс, творческая деятельность.*

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### ✓ *Rezyume*

*Ushbu maqolada oliy ta'lim muassasalarida kreativ yondashuv asosida pedagogik faoliyatni jarayonlari, pedagogik talim tizimida o'z-o'zini rivojlantirish va takomillashtirishga tayyor, tashkilotchilik qobiliyati, tashabbuskor va ijodiy salohiyatga ega bo'lgan faol, ishbilarmon o'qituvchining rivojlanishi o'qituvchilarning faoliyatini pedagogik ta'lim jarayoniga kiritish kelajak talabi ekanligi haqida fikr yuritilgan.*

*Kalit so'zlar: kreativ yondashuv, pedagogik faoliyat, oliy ta'lim, ta'lim jarayoni, ijodiy faoliyat.*

### Relevance

In the last period in Uzbekistan, Internet technologies have become an innovative and necessary tool for the development of teaching and assessment methods in language specialists at high schools. The practice of online teaching during the pandemic situation in Uzbekistan allowed students to 1) work

in an autonomous regime, at their pace, and according to teachers' instructions; and 2) increase students' motivation by lecturers with the help of a variety of electronic, audio, and video materials that matched the syllabus requirements and relevant to students' cognitive abilities. However, lecturers encountered issues with material quality for lecture (theoretical) courses delivered online. In particular, the difficulties interfaced with a volume of theoretical information and instructional strategies to integrate theory with practice to be convenient and relevant to the online format as well as to learnability for MA students. Thus, lecturers at Uzbekistan's linguistic and pedagogical universities, who are familiar with the problem, must discuss various alternatives in instructional input for online lecture organizations. So, the goal of this article is to deal with matters of teaching materials design for theoretical courses in the online format.

For this purpose, we need to solve the following problems:

- To study experience in incorporating multimedia technologies into the practice of EL teacher training at high schools
- To identify difficulties and peculiarities of teaching lecture courses in an online format.
- To define principles of lecture materials design for online education
- To offer and appraise a certain online instructional input for mastering the interactional component of pedagogical discourse to MA students on the basis of watching the film *"The Ron Clark Story."*

### **THE ROLE OF TECHNOLOGIES IN ORGANIZING ONLINE TEACHING**

The use of ICT in online learning should be based upon numerous considerations about the preparation and organization of materials in online lessons (Carrier, 1997; Fidelman, 1997; Alexander, 1999; Bender, 2003; Falvo & Solloway, 2004; Patrick, 2007; Hockly & Clandfield, 2010; Barker, 2011). Analysis of the mentioned research shows that the role of a teacher in online education is considered to be important, especially in organizing lectures with the help of computer-mediated communication and telecollaboration. There are studies devoted to integrating multimedia technology into a high school EFL program (Mayora, 2006), electronic-medium instruction (EMI) to enhance students' motivation and language proficiency, as well as professional development through the content of some subjects, including EAP (Ibrahim, 2001; Kling, 2016). While in online interaction, the lecturer manages students' learning activities, their interaction with material, and their relationship with the teacher around information. Besides, the lecturer affects their students' behavior and attitudes toward such a form of delivery, improving the quality of information reception, reproduction, and production in new contexts.

The main issues and ways of designing courses for e-learning are described by Sharpe & Oliver (2007), Hockly & Clandfield (2010). At the same time, the more valuable study done by Falvo & Solloway, where they deal with the matter of how teachers should apply innovative technologies as instructional input in the practice of teaching, Within the course "Online Technology Applications for the Classroom," Falvo & Solloway suggest using technology as "as a tool for problem solving, and through various readings, lectures, and collaborative projects, the students become familiar with hardware and software that help create multi-dimensional learning with technology" (Falvo & Solloway, 2004, p.56). Besides, they have proved the efficacy of online learning tools to deliver the content of the course and establish a favourable online environment for community study and active interaction between teachers and other students by using different research methods.

Moreover, scholars and practitioners indicate many benefits to using online resources such as video materials and films in language education (Stempleski & Tomalin, 1990; Tella, 1996; Mayora, 2006; Goldman, 2014; Odo, 2016). Thanks to information-communication technologies, the students have the opportunity to watch the appropriate professional situation films or videoleasons. In educators' view, video materials allow observing the authentic verbal and nonverbal means of interaction and providing situational and visual context (Mayora, 2006. p.16).

Without doubt, working on the peculiarities of pedagogical discourse or situations of professionally-oriented communication in the classroom can have an effect on the development of students' pedagogical skills. Therefore, it is important to focus on the way of communicating with students as well as the pedagogical style that motivates students to active interaction through the help of Internet technologies.

### **PECULIARITIES AND PRINCIPLES OF LECTURE MATERIALS PREPARATION**

At the pedagogical universities where future English language teachers are trained, there are several theoretical courses related to language as a specialty and the methodology of teaching language.

It has already been stated that lecture materials for MA students must be divided into three categories: 1) receptive (factual, theoretical, methodological); 2) reproductive (comprehension and reflection tasks - question-answer, analysis, comparison, etc.); and 3) productive (application of the obtained knowledge in inquiry and problem-solving activities) (Makhkamova, 2017a, b). At the same time, the main issue for lecturers on the reception stage is the misunderstanding of academic knowledge by students. Lecturers have a real opportunity to explain difficult areas by giving examples, or by using analog or other cognitive methods for new information assimilation when teaching offline, but they do not have enough time to do so when teaching online. However, they should find an effective way to present and explain materials, so that comprehension of academic material can't be achieved without clear instructional input. We are sure that the lecturers should follow the formula "knowledge at comprehension at skills" within the lecture course. From a psychological point of view, the elements of the given formula can be interpreted as

- "Knowledge" is an ability to obtain and reproduce a scope of knowledge;
- The ability to grasp the sense of information is referred to as comprehension;
- skills are acquired for the negotiation of meanings or information.

As a result, this formula allows for successful material assimilation while reflecting on the three mentioned stages (receptive, reproductive, and productive).

On the basis of experience in working out the MA program for training English language teachers in the blended-learning format and materials design of lecture courses for online teaching (Makhkamova, 2017a, b), the following principles should be taken into consideration by lecturers while preparing and uploading lecture materials for online education:

1) Integration of theoretical and practical materials (instructions for information or data processing, reproduction, and production in the new context);

2) gradual presentation of lecture text, where material must be distributed in certain portions with clear instruction for interaction with information. For a lexicology lesson, for example, the clustering method is effective when a teacher presents information about lexicon classifications. Before the text, the teacher can formulate a task for reading an extract of the lecture and filling in the cluster chart with the described types of lexicon or give linguistic examples. Such a task allows students' efforts to concentrate on the text and find out the types of lexicon;

3) delivering materials through an inquiry-based approach (discovery) to gain knowledge and develop reproductive and productive skills. The scholars point out the surface level (knowledge, comprehension, application) and deep level (analysis, synthesis, and evaluation) of the cognitive process of language proficiency (Richard Amato, 1988, p. 383), which can be applied in the lecture course;

4) The relevance of the instructional input encased in verbal and visual aids for theoretical material explanation.

5) Succession of materials and a variety of tasks or activities for students' motivation and cultivating academic and pragmatic knowledge and skills.

6) Taking into account the time and effort required for the selected tasks and activities. Doing activities in the virtual environment takes a lot of time. However, the lecturers do not always take this fact into account. So do lecturers usually give many activities, but project work or analysis of linguistic material takes a lot of time, and as a result, students can't do all the suggested activities. Thus, lecturers need to think about how to design activities in correspondence with a certain time duration.

Besides, the more important principles for lecture course organization are the construction of knowledge, strategic thinking, and the context of learning (Wagner & McCombs, 1995; McCombs, 2000). Those principles, without a doubt, must be applied in the design and delivery of online courses.

After careful consideration of the above principles, we should move to their application in preparation and organizing an online lecture.

## METHODOLOGY

The study focuses on the following research questions: 1) How to develop the teaching materials for an online lecture course? 2) How does the film material affect mastering instructional input in the field of the interactional aspect of pedagogical discourse?

To answer these questions, first we would like to demonstrate how we should prepare the online material and apply the mentioned principles for organizing lectures in the context of integrating the

interactional peculiarities of pedagogical discourse described by scholars (Bernstein, 1990; Makhkamova, 2019) and instructional input development (Barker, 2011; Jernigan, 2017). So, in the training of qualified EL teachers, it is very important to master the interactional strategies in pedagogical discourse production in English classes and in the Methodology of FLT course.

The secrets of pedagogical experience-exchanging can be realized in different types of interaction in the classroom and ways of solving major educational problems. That's why in this part we will concentrate more attention on the interactional component of pedagogical discourse, which should be mastered by MA students.

1. Goldman (2014) demonstrates in his research that video is a successful tool for "constructing knowledge in action" (Goldman, 2014). For constructing certain knowledge in the field of pedagogical interaction, the film *"The Ron Clark Story"* (2006) has been chosen, taking into account the value of authentic learning and building instructions (Jernigan, 2017). The students watched the film at home, but in the online lecture the teacher offers to analyse the teacher's communication style and its effect on learners on the basis of some episodes of that movie. This activity is built around inquiry-based learning where students discover interactional strategies (verbal and paralinguistic) used by the teacher, Ron Clark. For feedback while analysis, the lecturer can use question-answer, or clustering, or filling in the charts with interactional strategies, or ticking effective interactional strategies.

In this film, a lot of variations of classroom management by the teacher, Ron Clark, were found. But for analysis, we choose only topics that are close to the learners or familiar topics for analysis that help students to motivate and involve them in opinion exchange, discussion, or discovery processes (Hadfield, 1992). So, it was considered that the familiar topics in the film (*The Ron Clark Story*) for our MA students were when the teacher, Clark, tried to get close to his students by using real-life examples while explaining the grammar rules and the theme "Gravity". These examples are fun, easy to understand and allow you to achieve the objectives Clark laid out before the lesson.

The next point of analysis is the tone of voice and the content of speech (discourse). The tone of voice is a significant factor that every teacher must consider. The tone shows the attitude of a teacher towards students. If the tone is unclear, no one can expect the students' eagerness to learn.

One example of the importance of tone and content can be seen in *The Ron Clark Story*. As shown in this film, Mr. Clark is a teacher who is a master at using varieties of paralinguistic means in interaction with students. To justify the variety of paralinguistic means, we need to show in the slides a clear explanation of the used symbols and Ron Clark's speech addressing students (as in the chart-slides A and B given below).

Chart-slide A.

Chart-slide B

R C: "I always want to go rock climbing.! But there was, on the edge of this cliff, ropes on me, and my friends are yelling, "jump, jump, jump!" !

And I looked down... j and it is a long wav down. So, I'm on the cliff and I'm yelling, "I can't, I can't I can't." !

And my friends are yelling, j "yes, you can. You can do it! Jump, jump, jump!" ! And I

Symbol	Meaning
R.C	Ron Clark
↑	Rising intonation
↓	Falling intonation
()	Brief pause
Never	Phrase stress

*I thought I was going to diej, but when I jumped out!, it felt like I was flying. f I did something that I never thought I could do. And it was pretty cool. ! Now you guys may not know this, but in this classroom we're rock climbing every day. We are climbing up and up. And we are there, and now it's time to jump.(.) I know that you are scared! But I want you to do it. I want you guys to feel what it's like... to fly.(.)*

*So, I want each of you to come up here, and light one of these candles. ! Ok come on up, guys. And when you light a candle, it symbolizes that we are joined together. And if you trust me, you can learn more than you ever dreamed of, and that's a promise.*

First, MA students memorize the symbols (chart slide A) and then read the text with a focus on the symbols in chart slide B. After that, the teacher asks questions related to the function of symbols. The lecturer should explain why Ron Clark raises his tone of voice: to draw students' attention to him or the topics of the lesson, and to motivate them with inspirational words. The teacher explains how Ron Clark utilizes the low voice when telling stories to make them more interesting. The teacher in the film uses his own personal experience to make the matter more reasonable. It is necessary to stress that the use of simple and clear terms, avoiding pompous and empty words, makes his lessons more fruitful. Even Ron Clark uses songs to improve pupils' curiosity about topics.

Therefore, one of the achievements of a lecturer is to select the appropriate materials in order to make the topics understandable and interesting for discussion. The lecturer continues that in the film, Ron Clark uses rap lyrics as his students have difficulty remembering the names of US presidents. In this situation, Mr. Clark thinks about the students' interests since most of his students like modern music such as rap.

It is necessary to explain to students that the teachers often have major authority in classroom discourses and should consider the students' cognitive abilities and affective aspects because the way a teacher behaves affects the students' motivation to learn. As a result, the teacher should design instruction that encourages interaction with the material and with the teacher in order to establish a good relationship with MA students. So doing, J.C. Santana describes the effective ways of establishing student-teacher rapport through small talk or storytelling, smiling, making eye contact, and using students' names (Santana, 2020, p. 271-272). The efficacy of such strategies is reaffirmed in this film. Mr. Clark, for example, addresses students by their first names. Of course, such an approach makes students seem closer to their teachers rather than distant from them. This approach, so called "affective and cognitive learning" (Frisby & Martin, 2010), is successful.

In addition, it is necessary to stress the cultural aspect of addressing. In particular, students are not permitted to call their teachers by their names, but with the title "*Mr.* or *Sir*" in American culture. This means the classroom is the place for learning and studying all sides of pedagogical discourse, not behaving in a ruthless way. The teacher translates that Mr. Clark addresses his students by their names, but not as pronouns, as most of the students like to be called by their names. When it comes to awarding his students for their achievements, Mr. Clark uses their surnames in order to make them feel proud of their success. Sometimes using *Shemeka Whales* or *Tyshawn Mitchell*, he uses effective means to make his students feel comfortable during the lesson. He keeps eye contact and stares at every student he talks to. This shows one's interest in the partner's sentences. The main emphasis is on Mr. Clark's behavior with his class. He seems pretty much a joker as he uses amusement with his students. He does not treat them as if they are of lower rank. This way, Ron Clark seems to earn the respect of most of his students.

The described analysis and interpretation of paralinguistic and addressing means, as well as instructional strategies used in the film by Ron Clark, give evidence of the teacher's qualification in the aspect of pedagogical interaction in classes. However, in the film, there are many outside meetings with the teachers and students that demonstrate interaction forms outside of the classroom, used by Ron Clark. While working on this aspect of pedagogical interaction, it is helpful to interpret one of the cultural aspects of pedagogical interaction as power distance or subordination between students and teacher in their home country (Uzbekistan) compared to the small amount of power distance in British and American communicative behavior (Makhkamova, 2021, p.77-79). That is why the lecturers explain and underline that in the film, Mr. Clark wants his students, such as Badriyah, Julio, Tyshawn, and Shemeka, to feel like friends, not students. He always considers students' needs when talking to them alone. One of his students, Julio Vazquez, plays cards perfectly, but he has some problems with mathematics. With the help of a card game, Mr. Clark tries to distinguish whether Julio has problems with counting or not. In the tete-a-tete with Badriyah, Mr. Clark uses a calm tone of voice and encourages words. Although his style of communication is informal, he tries to represent clear facts and features of Badriyah's character with cheering words. When Badriyah tells Mr. Clark about her dream of being a doctor, he addresses her as "good luck doctor" to inspire Badriyah to dream big. In the scene when the teacher visits Shemeka's home, one can understand that he tries to help her concentrate on studying. Although Shemeka did the task wrong, he did not use the word "incorrect", instead he mentioned it as being close to the right answer. This way helps learners feel satisfied with their cognitive abilities.

The last activity for the production stage can be given in the form of a mini role-play, an outline of the lesson using different interactional models, or written instructions to master the interactional aspects of pedagogical discourse.

Thus, the purpose of the analysis of some episodes of that film, where the concrete instructional and behavioral strategies are demonstrated, is to train MA students in the field of the interactional aspect of pedagogical discourse (teacher-student interaction) to develop students' interactional and instructional skills in classes and outside of the classroom pedagogical situations. The mentioned topics are vivid examples of pedagogical interaction that allow understanding the efficacy of the strategies used by teachers to encourage students' learning activities and interact with them. Moreover, this approach to delivering online lectures on the basis of the film will be a model for developing online lecture courses based on the mentioned principles such as integration of theory and practice in the construction of knowledge, gradual presentation of material, an inquiry-based approach, instructional strategies on the basis of verbal and visual aids, a variety of activities for cultivating academic and pragmatic knowledge and skills, etc.

### **QUALITATIVE AND QUANTITATIVE RESULTS OF THE RESEARCH AND THEIR DISCUSSION**

This course aims to master instructional competence to teach theoretical and practical courses at higher schools. It is one of the obligatory theoretical courses in the first year of study at the MA department. There are 31 students in the MA department who participated in the approval of the developed materials for online education.

The 2-year MA students of Tashkent State Pedagogical University were chosen to conduct the study in November 2021 in order to demonstrate the importance and effectiveness of the constructed materials for online teaching interactional aspects of pedagogical discourse.

For self-study, watching the film was suggested, but analysis of the interactional means of pedagogical discourse surveyed in some episodes of the film was organized in a Zoom video conference where MA students work collaboratively. The purpose of the open lesson was to develop analytical and instructional skills in the field of pedagogical discourse. It was important for the researchers to collect data on not only the quality of suggested materials but also whether the teachers taught the interactional aspect of pedagogical discourse in other subjects and how they organized this work. Before creating materials for implementation, the questionnaire was conducted with MA students (31 students) to clarify problems related to the quality of material for the online lecture course uploaded onto the local platform. The criteria for evaluation were 4 questions and the following grades for evaluation: Excellent - 3, Good - 2, Poor - 1. The obtained quantitative results are provided in Table 1 in the percentages.

Table 1. Results of the students' questionnaire

According to the table indicators, only 19,5% consider that online materials are well constructed, and 37% of students evaluate the materials positively, but 43% of students are not satisfied with the uploaded materials on the local platform. Three indications in the third column give evidence that the texts of the lectures are difficult (See 41%) and only 25% concern material that is not complex. More than half of the group (61%) consider that the texts of the lecturer are not clear and concise, and 40% of students evaluate knowledge-getting and knowledge-using as not good.

Based on the results of the questionnaire, the material for the online lecture was designed. Approached material in the previous section gives MA students a sense of the discovering process; they are not only passive watchers of the film, they are constructors of interactional semantic patterns. Rather than providing an analytical description of the pedagogical strategies used by Ron Clark, we provide a general description or explanation of how to apply these strategies in the English classes.

The film was uploaded onto the local e-platform, but the open lecture was viewed and coded independently by six professors who work at the MA department. Three of them are not specialists in the field of methodology of teaching disciplines of specialty at the higher schools, but they are linguists who know the peculiarities of pedagogical discourse and deliver lectures on other linguistic subjects.

The lecture organized in the Zoom video conference, which was recorded on camera, was the subject of analysis. The lesson lasted 80 minutes. For analysis of the efficacy of the conducted online lecture, the following evaluation categories were created and suggested for teachers after a survey of the lecture in the online format (See Table 2).

The MA lecturers were active and approved the mentioned principles for designing online materials and developed materials in the described format using various methods (mixed forms of inductive and deductive methods, audiolingual and reflective learning).

Average indicators in the given categories fluctuate between 5 and 6, which gives evidence of the appropriacy, quality, and efficacy of lecture material for online learning. It is necessary to stress that all

professors were satisfied with their lectures, especially when they expressed the applied approach for integration of theory with practice, because in the online format, such integration is more effective than traditional delivery of lectures, as has been proved by other research (Ibrahim, 2001; Odo, 2016; Kling, 2016). Besides, the lecturers point out the materials' value and informative saturation for the development of not only the linguistic but also the pragmatic competence of the MA students.

### CONCLUSION

Before preparing lecture materials in online format, we need to be aware of the potential of multimedia resources and electronic-medium instructions for online education. First, teachers should select the relevant resources for a lecture course and define the subject matter of the lecture and instructional input in accordance with the topics given in the syllabus.

We are sure that this study correlates with Krashen's ideas about the importance of research for realizing useful knowledge for the development of language teaching methodology, and theoretical and applied ideas can be its sources (1982). If teachers recognize the value and relevance of Internet resources and the specificity of professionally-oriented materials for designing lectures, they can be successful in organizing an online lecture course. At the same time, another challenge that has appeared in online education is the assessment of independent studies. Because only ten points (out of a possible hundred) are assigned to independent study, even though independent study accounts for half of the credit module system in Uzbekistan's MA departments. So, any objectivization of the assessment system in lecture course organization is necessary. Especially since taking into consideration the specificity of academic knowledge assimilation and doing independent studies within a lecture course.

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