

INFECTIONS ARISING FROM THE USE OF WEAPONS OF MASS DESTRUCTION

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Summary

Scientific article deals with the research of the main applied results of modern research in the field of studying the consequences of using certain types of main weapons of mass destruction based on literary materials. An important point in this scientific work is to clarify the forms and types of occurrence of various infections, their negative impact on the environment, and the environmental situation after testing and practical weapons of mass destruction.

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DEVELOPMENT OF TEACHING-LEARNING MATERIALS

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Annotation: *In educational institutions, the development of teaching-learning materials is regarded as one of the major aspects that would promote student learning and help in the achievement of academic goals and objectives. The educators need to focus upon bringing about developments in the teaching-learning materials. They need to conduct research and promote modern and innovative methods to enrich the system of education. The advancements in teaching-learning materials are brought about on the basis of number of aspects. These are, grade levels of students, academic goals and objectives and subjects and concepts. When these are introduced, the educators need to ensure that they prove to be beneficial to the students in achieving academic goals. Research has indicated that the introduction of modern and innovative methods and teaching-learning materials have led to developments of the overall system of education. The main aspects that have been taken into account in this research paper are, significance of teaching-learning materials, objectives of teaching-learning materials, types of teaching-learning materials, designing and development of teaching-learning materials, and recommendations.*

Key words: teaching materials, boards, textbooks, computer, audio materials

Açar sözlər: tədris materialları, lövhələr, dərsliklər, kompüter, səs materialları

Ключевые слова: учебные материалы, доски, учебники, компьютер, аудиоматериалы

Teaching-Learning Materials (TLMs) are the tools that are used by teachers and instructors within schools to facilitate learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans (Teaching Learning Materials, n.d.). Within the education system, there has been use of TLMs since ancient times. With the classroom setting, the major role that has been rendered by the TLMs is to make learning real, practical and pleasurable for the students. The teachers also make use of TLMs to illustrate or

reinforce a skill, viewpoint, perspective or an idea. TLMs also render a significant contribution in bringing novelty and freshness within the classroom environment (Unit 7: Teaching Learning Materials, n.d.). It is essential for the educators to possess adequate knowledge and information regarding the use of TLMs. In other words, they should be skilled and well-aware of what TLMs are required to be made use of. The major aspects that need to be taken into account regarding the use of TLMs are, grade levels of students, subjects, learning abilities and academic goals.

About Teaching Learning Material:

Language is a medium through which one can express one's ideas, thoughts, feelings, and messages. Language teaching is somehow a difficult task as it is basically conditioned by the nature of the subjects. So for making the teaching interesting, a teacher can take the help of teaching-learning materials. While selecting the teaching-learning materials, a teacher should ensure that the skills of reading, understanding, listening, and speaking can be developed.

Teaching-Learning Materials:

The aids used by the teacher or facilitator in the classroom to make his teaching more understandable and effectively are known as the teaching-learning materials or teaching aids. It can be big or small and can be bought or made easily by both the teacher or students. For example, blackboard, map, chart, globe, tape recorder, etc.

Teachers should use teaching-learning materials in an appropriate way. It not only helps students to enhance their learning but also make their learning permanent. Before selecting the teaching aids, teachers should first think their practical use and assess whether the aim of using aids i.e., the purpose of teaching can be achieved or not. The aids should be student-oriented and should be selected systematically to fulfill the purpose.

Characteristics of Teaching-Learning Materials:

Some of the characteristics of teaching-learning materials are given below:

- Teaching aids can be found easily whether in a market or can be made by teacher or students.

- Teaching aids are cheap and easy to carry.
- Teaching aids should be simple and able to adjust to classroom situations.
- Teaching aids make lessons enjoyable and interesting for the students.
- These aids save time, energy and burden of a teacher.

Objectives of Teaching-Learning Materials:

The objectives of using teaching-learning materials are given below:

- Teaching aids make every student an active participant in the classroom.
- Teaching aids help students to relate to what is being taught to real-life situations.
- Teaching aids provide reinforcement for better learning.
- They make the learning permanent among the students.
- They develop the perception of the students towards the content.

Types of Teaching-Learning Materials:

Teaching-learning materials can be classified into three types i.e., audio aids, visual aids, and audio-visual aids.

1. Audio Aids:

Aids that facilitate learning by using the sense of hearing are known as audio aids. These aids help a teacher, especially in language teaching. For example, radio, tape recorder, audio cassette player, Linguaphone, etc.

- **Radio:** With the help of radio, students can improve comprehension through listening. Also, they can correct their pronunciation drill.

- **Tape recorder:** By recorder, students can record their voice and can correct their mistake by listening to their voice. It helps the students to correct their speech and can also improve their reading skills.

- **Linguaphone:** It provides self-study language courses. Students can learn proper speech pattern.

- **Language Laboratory:** It is an audio or audio-visual installation used as an aid in modern language teaching.

2. Visual Aids:

Aids that facilitate learning by using visual organs are known as visual aids. These aids help in the attaining of Bloom's teaching objective i.e., cognitive, affective and psychomotor. For example, radio, tape recorder, audio cassette player, Linguaphone, etc. Some examples of visual aids are Blackboard, charts, maps, flannel board, flashcards, globe, etc.

- **Blackboard:** It is used by the teachers in schools for writing on with chalk. A teacher can explain the difficult topic with the help of diagrams and figures on the blackboard.

- **Charts:** A chart contains a drawing that shows information in a simple way, often using lines and curves. Colourful charts provide interest in learning among the students.

- **Maps:** It is a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

- **Flannel board:** It is a board covered with flannel fabric, usually resting on an easel.

- **Flashcards:** It is a card containing a small amount of information, held up for pupils to see, as an aid to learning.

3. Audio-Visual Aids:

The aids that engage in both the sense organs and visual organs of the students are known as audio-visual aids. These aids help in the attaining of Bloom's teaching objective i.e., cognitive, affective and psychomotor. For example, the LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia, etc.

- **Television:** It helps the students in understanding concepts, enrich vocabulary and pronunciation by providing some educational programs, quizzes, and news bulletins, etc.

- **The Computer:** A computer is a device that can be instructed to carry out sequences of arithmetic or logical operations automatically via computer programming. Students can save important topics on a computer for their reference.

- **Filmstrip:** It is a common form of still image instructional multimedia, once commonly used by educators in primary and secondary schools, overtaken at the end of the 1980s by newer and increasingly lower-cost full-motion videocassettes and later on by DVDs.

- **Slide projector:** It is a device that is used to view photographic slides using optical and mechanical methods. It contains an electric light bulb, focusing lenses, the reflector and condensing lenses, a holder that holds the slide.

Apart from these teaching-learning aids, Textbook is also one of the most common teaching-learning materials used by the English language teachers in the teaching-learning process.

Textbook:

A textbook is an area in which the language material presented prescribed for teaching and learning. A good textbook not only teaches but it also tests the knowledge of students. The content of the book should be very clear, a proper beginning is required to prepare the learners for the upcoming content and a perfect conclusion is required to assemble the entire learning.

- **An advantage of using textbooks:** Textbooks give a great contribution to the teaching-learning process both to the teachers and to learners. They offer a framework of guidance and orientation. However, apart from numerous advantages a single textbook frequently does not

meet the diverse needs of the learners. Textbooks works as a fruitful resource for learners, it provides a guideline for students for the curriculum.

• **Purposes:** The textbook plays an important role in the teaching and learning process. Textbook adaptations at the activity level, unit level, and syllabus level are an integral part of the course-developing process which assists the teacher in meeting the learners' specific work-related needs.

• **The strategy should be followed for book reading:** Introducing the learners with the concept of the lessons before starting the reading, and reading the lessons in units is quite helpful to remember the facts about the chapter. Pictures, graphs, etc. are always considered to be the most attractive part of the textbooks, which makes the reading and understanding part quite influencing.

Selection of Teaching-learning materials:

Teaching-learning materials make the teaching-learning process easy and interesting. So while selecting the teaching-learning material, a teacher should take care of the following things:

- Relevant
- Suitable
- Practical
- Objective attainment
- Learner-centred
- simple and educative

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TƏDRİS-TƏLİM MATERIALLARININ İNKİŞAFI

Məmmədzadə Natəvan Yusif qızı

Xülasə

Təhsil müəssisələrində tədris prosesində yeni təlim texnologiyalarının tətbiqi, dünya təhsil sisteminə inteqrasiya məsələlərinə ciddi yanaşılır. Təhsilin keyfiyyəti tək şərt deyil, həm də prosesdir. Keyfiyyətli təhsil prosesinin əsas tərkib hissələrindən biri dərslərin təşkilidir: onun mərhələləri, təlimin forma, üsul və metodlarıdır; onun qurulması optimal düzgün həllin tapılmasıdır.

Müasir dərslərdə müəllim hər bir uşağı görür, onun potensialından maksimum istifadə edir. Müasir dərslər bütün iştirakçıların qarşılıqlı inam və etibar əsasında canlı ünsiyyətdir. Dərs nəinki müəllimin, həm də şagirdin yaradıcılığının nəticəsi olur.

РАЗРАБОТКА УЧЕБНО-МЕТОДИЧЕСКИХ МАТЕРИАЛОВ

Мамедзаде Натаван Юсиф кызы

Резюме

Серьезно воспринимается применение новых технологий обучения в учебном процессе в учебных заведениях, интеграция в мировую систему образования. Качество образования - это не только условие, но и процесс. Одной из основных составляющих качественного образовательного процесса является организация урока: его этапы,

формы, методы и приемы обучения; его построение заключается в поиске оптимального правильного решения.

На современном уроке учитель видит каждого ребенка и максимально использует его потенциал. Современный урок - это живое общение, основанное на взаимном доверии и уверенности всех участников. Урок - это результат не только учителя, но и творчества ученика.

Rəyçi: dos. Rəhimov Mehdi Nizami oğlu

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SƏMƏD VURĞUNUN YARADICILIĞINA MÜASİR BAXIŞ

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Xülasə: *S.Vurğun XX əsr poeziyasının elə klassiklərindəndir ki, onun sənət haqqında öz konsepsiyası var və ədəbi yaradıcılığı boyu bunu reallaşdırmağa çalışmışdır. Onun milli ideoloji baxımdan xidməti tələyüklü bir zaman kəsiyində azərbaycançılığı poetik bir məkan tutumundan milli ictimai, ədəbi-bədii şüura çevrilməsidir.*

XX yüz il ədəbi-bədii fikrimizin inkişafı tarixində öz milli tutumu, xalqımızın klassik və müasir mənəvi dəyərlərinin sivil dünyaya integrasiyasında xüsusi çəkisi olan bir əsrdir. Buna baxmayaraq çağdaş günlərimizdə ötən əsrin poeziyası, onun böyük şəxsiyyətləri də ardıcıl olaraq mübahisə predmeti olmaqdadır. Bu gün XX əsr poeziyasını yenidən qiymətləndirməyə cəhd edən tədqiqatçı bütün tarixi ədəbi-nəzəri təcrübəni mənimsəməklə yanaşı sənət kriteriyaları, bədii zövq və dünyagörüşü baxımından, heç olmasa bu sənətkara yaxın səviyyədə olmalıdır.

*İnsan azadlıqdır,
Azadlıq İnsan!.. S.Vurğun*

Açar sözlər: şəxsiyyət və zaman, sovet ideologiyası, cəsarət-qorxmazlıq, xalqilik, millilik, bəşəriyyət, poetik dilimiz, müasirlik və əbədlilik.

Ключевые слова: личность и время, советская идеология, отвага, национализм, человечность, наш поэтический язык, современность и вечность.

Key words: personality and time, Soviet ideology, courage, nationalism, humanity, our poetic language, modernity and eternity.

XX yüz il ədəbi-bədii fikrimizin inkişafı tarixində öz milli tutumu, xalqımızın klassik və müasir mənəvi dəyərlərinin sivil dünyaya integrasiyasında xüsusi çəkisi olan bir əsrdir. Buna baxmayaraq çağdaş günlərimizdə ötən əsrin poeziyası, onun böyük şəxsiyyətləri də ardıcıl olaraq mübahisə predmeti olmaqdadır. Bu gün XX əsr poeziyasını yenidən qiymətləndirməyə cəhd edən tədqiqatçı bütün tarixi ədəbi-nəzəri təcrübəni mənimsəməklə yanaşı sənət kriteriyaları, bədii zövq və dünyagörüşü baxımından, heç olmasa bu sənətkara yaxın səviyyədə olmalıdır. Ədəbi sözün daxili dünyasını dərk etməyən, yalnız alim olmaq xatirinə namizəd və ya doktor olmuş tədqiqatçı çətin ki, Səməd Vurğun şeirinin fərdi poetik dünyasını yeni müasir mövqedən qiymətləndirə bilsin.

Əsil şeir milli qaynaqlardan, adət-ənənələrdən qidalanmasa, şeir olmaz. Məşhur tənqidçi V.Q.Belinski deyir: “Şeir və ya hər hansı sənət əsəri müəllifin həyatını, müəllifin həyatı isə onun şeir-sənətini əks etdirmirsə belə, şair-müəllif xalqın sevimlisi ola bilməz”. Şeir