

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI**

**NAMANGAN MUHANDISLIK-QURILISH
INSTITUTI**



“Xorijiy tillarni o‘qitishda innovatsion yondashuvlar”
mavzusida Xalqaro miqyosidagi ilmiy-amaliy konferensiya
materiallari to‘plami

I

Namangan shahar

18-19 may 2023-yil

“Xorijiy tillarni o‘qitishda innovatsion yondashuvlar” mavzusida
xalqaro miqyosidagi ilmiy-amaliy konferensiya materiallari to‘plami
1-qism

To‘plam 2023-yil 18-19 may kunlari institutda o‘tkazilgan **“Xorijiy tillarni o‘qitishda innovatsion yondashuvlar”** mavzusida xalqaro miqyosida ilmiy-amaliy konferensiya ishtirokchilarining ilmiy ma’ruza materiallari kiritilgan.

NamMQI, 18-19 may, 2023 yil, Namangan shahri

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O‘zbekiston Respublikasi Vazirlar Mahkamasi Rayosatining 2023 yil 27-apreldagi 39-son bayoni hamda Oliy ta’lim, fan va innovasiyalar vazirining 2023 yil 2-maydagi “2023-yilda o‘tkazilishi rejalashtirilgan xalqaro va respublika miqyosidagi ilmiy va ilmiy-texnik tadbirlar ro‘yxatini tasdiqlash to‘g‘risida”gi 118-sonli buyrug‘i bilan tadiqlangan tadbirlar rejasiga asosan o‘tkazildi.

**MINISTRY OF HIGHER EDUCATION, SCIENCE
AND INNOVATIONS OF THE REPUBLIC OF
UZBEKISTAN**

**NAMANGAN ENGINEERING - CONSTRUCTION
INSTITUTE**



INTERNATIONAL CONFERENCE ON THE TOPIC

**"Innovative approaches to teaching foreign
languages"**

I

Namangan 18-19 may 2023

The collection of materials of the International conference on the theme
"Innovative approaches to teaching foreign languages"
Part 1

The collection includes the scientific-materials of the International conference participants on the topic **"Innovative approaches to teaching foreign languages"** held on May 18-19, 2023

NECI, Namangan city

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Statement No. 39 of the Directorate of the Cabinet of Ministers of the Republic of Uzbekistan dated April 27, 2023 and the Minister of Higher Education, Science and Innovation dated May 2, 2023 "International and republican-level scientific and scientific-technical events planned to be held in 2023. It was held based on the plan of activities approved by Order No. 118 "on approval of the list".

**МИНИСТЕРСТВО ВЫСШЕГО ОБРАЗОВАНИЯ,
НАУКИ И ИННОВАЦИЙ РЕСПУБЛИКИ
УЗБЕКИСТАН**

**НАМАНГАНСКИЙ ИНЖЕНЕРНО-
СТРОИТЕЛЬНЫЙ ИНСТИТУТ**



**МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ КОНФЕРЕНЦИЯ
«Инновационные подходы к обучению
иностранным языкам»**

I

Наманган

18-19 мая 2023-год

**Сборник материалов международной научно-практической
конференции на тему «Инновационные подходы к обучению
иностранному языку» Часть 1**

В сборник вошли научно-лекционные материалы участников
международной научно-практической конференции на тему
«Инновационные подходы к обучению иностранному языку»,
проходившей в Наманганском инженерно-строительном институте
18-19 мая 2023 года, Наманган

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*Проведена на основании плана мероприятий, утвержденного Постановлением № 39 Аппарата
Кабинета Министров Республики Узбекистан от 27 апреля 2023 года и Министра Высшего
Образования, Науки и Инноваций от 2 мая 2023 года «Запланированные международные и
республиканские научные и научно-технические мероприятия которые состоятся в 2023 году».*

KIRISH SO'ZI

Давлатимиз томонидан алоҳида таълимга эътибор энг муҳим ислоҳотлардан бири ҳисобланади. Ислоҳотларнинг асосий мақсади Ўзбекистоннинг янги таълим тизимини яратиш, Ватанимиз истиқболи учун масъулиятни ўз зиммасига олишга қодир бўлган, юрт равнақи йўлида муносиб ҳисса қўшадиган малакали кадрлар тайёрлашга қаратилган.

Муҳтарам Президентимиз Шавкат Мирзиёев Олий Мажлис ва Ўзбекистон халқига Мурожаатномасида **“Нажот – таълимда, нажот – тарбияда, нажот – билимда. Чунки, барча эзгу мақсадларга билим ва тарбия туфайли эришилади”** деб таъкидлаган эдилар ҳамда 2023 йилга мўлжалланган Мурожаатномасининг муҳим йўналишларидан бири таълим сиёсати бўлди.

2023 йил **“Инсонга эътибор ва сифатли таълим йили”** деб номланиши ҳам юртимизда таълим соҳасида олиб борилаётган ислоҳотлар қай даражада муҳимлигини белгилаб беради.

Бугунги кун-глобаллашув давридир. Бу давр инсониятнинг замон билан ҳамнафас одимлашини талаб этади. Шу боисдан, турли соҳа мутахассислари ўз она тилини мукаммал билиш билан бир қаторда, бир нечта хорижий тилларни билиши ва мулоқот қила олиши мақсадга мувофиқ ҳисобланади.

Бу соҳада Давлатимиз раҳбари томонидан бир қатор қарорлар қабул қилинган бўлиб, булар жумласига, Ўзбекистон Республикаси Президентининг 2023 йил 28 февралдаги **“2022 — 2026 йилларга мўлжалланган янги Ўзбекистоннинг тараққиёт стратегиясини «Инсонга эътибор ва сифатли таълим йили»да амалга оширишга оид давлат дастури тўғрисида”**ги ПФ-27-сон Фармони, Ўзбекистон Республикаси Президентининг 2021-йил 19-майдаги **“Ўзбекистон Республикасида хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатидан янги босқичга олиб чиқиш чора-тадбирлари тўғрисида”**ги ПҚ-5117-сонли Қарори, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2021 йил 19 майдаги **“Хорижий тилларни ўрганишни оммалаштиришни самарали ташкил этиш чора-**

тадбирлари тўғрисида”ги ВМ-312-сонли қарори, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2022 йил 19 январдаги **“Хорижий тилларни ўрганишни такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида”ги 34-сон қарори** ҳамда тегишли вазирлик ва идораларнинг бир қатор меъёрий ҳужжатлари қабул қилинган. Ушбу фармон ва қарорларда мамлакатимизда хорижий тилларни ўргатишни оммалаштиришни янги босқичга олиб чиқиш ва соҳани ривожлантириш учун тизимли ишларни ташкил этиш, улғайиб келаётган ёш авлодни ҳар томонлама баркамол қилиб тарбиялаш, бунинг учун мамлакатимизда барча шарт-шароитларни яратиш, турли соҳа мутахассисларини ўз она тилини мукаммал билиш билан бир қаторда, бир нечта хорижий тилларни билишлари ва мулоқот қила олишлари учун кенг имкониятлар яратиш, хорижий тилларни ўрганиш ва ўқитиш тизимини янада замонавий методлар билан такомиллаштириш ҳамда чет тилларини ўрганишга бўлган мотивацияни ошириш бўйича тегишли қарорлар қабул қилинган.

2022 — 2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегиясида таълим сифатини ошириш, соҳани илғор хорижий тажриба асосида ислоҳ қилиш мақсадида 2023 йил 1 сентябрдан бошлаб ҳар бир туман (шаҳар)нинг биттадан умумий ўрта таълим муассасасида ўқувчиларни иккита хорижий тил ва битта касб-ҳунарга ўргатиш амалиёти босқичма-босқич йўлга қўйиш вазифаси қўйилган.

Ўзбекистон Республикаси Президентининг 2021-йил 19-майдаги **“Ўзбекистон Республикасида хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатидан янги босқичга олиб чиқиш чора-тадбирлари тўғрисида”ги ПҚ-5117-сонли Қарорида** Олий таълим муассасаларининг камида С1 даражадаги миллий ёки унга тенглаштирилган мос даражадаги халқаро тан олинган сертификатга эга хорижий тиллар (инглиз, француз, немис, испан, итальян, араб, хитой, япон, корейс, турк, форс, пушту, дари, урду, хинд) ўқитувчиларига уларнинг базавий тариф ставкасига нисбатан ҳар ойлик 50 фоиз миқдорида қўшимча устама ҳақи тўлаб бориш ҳамда 2022/2023 ўқув йилидан бошлаб

олий таълим муассасаларининг магистратура мутахассисликларига ҳамда олий таълимдан кейинги таълим ихтисосликларига танловларда миллий ёки унга мос даражадаги халқаро сертификатга эга шахслар иштирок этиши тартиби жорий этилиш кўрсатилган.

Институтимизда ҳам хорижий тилларни оммалаштириш, чет тили фани ўқитувчилари ойлик маошларига устама ҳақлар белгилаш бўйича 9 нафар чет тили ўқитувчисига 50% устама ҳақи белгиланган ҳамда 2022-2023-ўқув йилида магистратура ва докторантура учун қабулларда талабгорлардан тегишли даражадаги хорижий тилларни билиш даражаси сертификатлари билан қабул қилинди. Хорижий тилларни ўқишни ҳоҳловчилар учун бакалавриатура, магистратура ҳамда докторантурада махсус чет тили курслари ташкил этилди. 2023 йил учун докторантура ва магистратурага кирувчи талабгорларга хорижий тил сертификатларини олиш бўйича шароит яратиш мақсадида Наманган муҳандислик-қурилиш институтида Британия консуллигининг IELTS ҳамда Cambridge Assessment English Linguaskill халқаро сертификатлар учун имтиҳонлар ўтказилди.

Кўриниб турибдики, бугунги бўлиб ўтаётган **“Хорижий тилларни ўқитиш ва ўрганишда замонавий ахборот технологияларидан фойдаланиш ҳамда инновациялар”** мавзусида Халқаро миқёсидаги илмий-амалий конференция бугунги кунда Ҳукуматимиз томонидан қўйилган вазифаларни бажаришда долзарб аҳамият касб этади. Конференцияда мавжуд чет тилларни ўрганиш тизимини оммалаштириш ва такомиллаштириш бўйича таклиф ва тавсиялар ишлаб чиқиш, янги илмий йўналишларга асос солиш, ривожланган давлатлар замонавий ўқитиш ва чет тилларни билиш масалаларининг бугунги ҳолатини ўрганиш, келгусида шу соҳада амалга ошириладиган ишлар бўйича ҳулосалар қабул қилишда муҳим роль ўйнайди деб ҳисоблайман.

Ушбу конференцияни ташкил этишда ва ўтказишда ҳамкорлик қилган Белоруссия Миллий техника университети, Ауезов номидаги Жанубий Қозоғистон университети, Тожикистондаги Хорижий тиллар Ҳалқаро университети, Англиядаги “Imperial English” инглиз тилини ўқитиш мактабига, Ош Давлат

университетига, Ош технология университетига, Наманган Давлат Чет тиллар институтига ўз миннатдорчилигимни билдириб қоламан.

Сўзимнинг охирида халқаро илмий-амалий конференция ишига муваффақият тилаб қоламан.

Ergashev Sharibboy To'lanovich

Namangan muhandislik –qurilish instituti rektori

1-SHO'BA

Xorijiy tillar onlayn ta'limda: muammolar va yechimlar

UDK 30 428

USE OF INNOVATIVE METHODS IN ONLINE TEACHING OF FOREIGN LANGUAGES

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Annotation: In this article deals with methodic and procedures which are used to learn a foreign language quickly and productively.

Key words: internet, word-painting, net services, communication, fashionable education, teaching method, face to face, homework assignments

Annotatsiya: Ushbu maqolada chet tilini tez va samarali o'rganish uchun qo'llaniladigan metodika va protseduralar haqida gap boradi.

Kalit so'zlar: internet, word-painting, net xizmatlar, aloqa, zamonaviy ta'lim, o'qitish usuli, yuzma-yuz, uyga vazifa

Аннотация: В данной статье рассматриваются методики и процедуры, которые используются для быстрого и продуктивного изучения иностранного языка.

Ключевые слова: интернет, словесная живопись, сетевые сервисы, общение, модное образование, метод обучения, лицом к лицу, домашние задания.

We have brought together a wide range of resources to help you quickly access materials to support your students, whatever your method of teaching. Below you will find links to lesson plans, blogs, courses and more to support your English teaching, whether you are holding lessons online or in hybrid classes.

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course will help you better understand how to adapt your face-to-face teaching skills to an online environment.

The internet has obtained a lot of common and a lot of advantages for many fields of teaching. If we tend to count the advantages of technology, initial of all, it's apt for locating correct sorts of info. In many ways, it is difficult to discuss any aspect of contemporary society without considering the Internet. Many people's lives are saturated so thoroughly with digital technology that the once obvious distinction between either being *online* or *offline* now fails to do justice to a situation where the Internet is implicitly *always on*. Indeed, it is often observed that younger generations are unable to talk about *the Internet* as a discrete entity. Instead, online practices have been part of young people's lives since birth and, much like oxygen, water, or electricity, are assumed to be a basic condition of modern life. As Donald Tapscott (2009, 20) put it, "to them, technology is like the air." Thus, in many ways, talking about *the Internet* and education simply means talking about contemporary *education*. The Internet is already an integral element of education in (over)developed nations, and we can be certain that its worldwide educational significance will continue to increase throughout this decade. As an example, if you simply push or write the word-painting on the net, you're abound with cartoon maps, and every one pictures that illustrate image. Moreover, at intervals news, you'll be able to stumble upon a good deal of recent info that has recently happened in any place within the world. On the opposite hand, we must always ne'er enable students to only copy the incorrect info, because, it's additionally its own manner and principles of looking correct resource. The most reason for this concept isn't supplied with an honest quality and accuracy of knowledge.

For many commentators, the Internet has always been an inherently educational tool. Indeed, many people would argue that the main characteristics of the Internet align closely with the core concerns of education. For instance, both the Internet *and* education are concerned with information exchange, communication, and the creation of knowledge.

The Internet is therefore portrayed as allowing education to take place on an *any time, any place, any pace* basis. Many commentators extend these *freedoms* into a transcendence of social and material disadvantage, with the Internet perceived as an inherently democratizing medium. The ability to support *freer* and *fairer* educational interactions

and experiences is seen to reflect the Internet's underpinning qualities as "a radically democratic zone of infinite connectivity" (Murphy 2012, 122).

English is additionally studied as a distant language in countries wherever it's not typically used as a medium of communication. English is sometimes the primary or most typically educated foreign language in several countries, and folks comprehend it a bit a minimum of.

In some things, the utilization of net will facilitate the scholars and educators with their thinking skills whereby they're besieged with plenty of knowledge than they presumably can ever use or want. Once the scholars scan a lot of, they will gain plenty of knowledge which might stimulate their brain to suppose deeper. They're going to vary concepts to debate or argue regarding. It additionally involves them to prepare through the data found and choose what and that one is most significant and relevant.

Advantages of online learning

1. It's less expensive: Your customers can examine with any tool this is linked to the Internet. There's no want to hire a constructing or pay for pricey utility bills which can be required to provide college students with a learning facility. In addition, college students and instructors will now not trip to elegance, thereby saving them cash as nicely!

2. It takes much less time: Not handiest does getting rid of the need to commute save cash, however it also saves all of us time. Moreover, the teacher or teacher doesn't want to give the same magnificence repeatedly to exceptional businesses of students. He or she best needs to prepare the content as soon as after which proportion it with specific businesses at whenever essential.

3. It permits for self-paced mastering: Students or trainees can take guides from their own devices every time and anywhere. So, folks who don't have time for conventional instructions can study on line when they have the time.

4. It's contemporary: Most human beings today opt to eat content material the use of the Internet. The very reality which you are reading this newsletter on line is evidence of that! We now use the Internet to study the news, watch our favorite TV suggests, chat with buddies, ebook appointments, keep, and so much extra.

5. The chance to inter-act with group members from different countries or cities.

6. The opportunity to re-visit former lessons recorded and stored on archive to assess progress and to revise topics

7. Students can work at a pace which suits them – each person learns at a different speed – some students need to view the material more times than others.

8. Different learning styles can be accommodated through different learning techniques.

To sum up, e-learning is now changing the way training and knowledge are being disseminated globally. Hallowed universities and professional institutes are now turning to the new technology to augment or up-date existing courses and training delivery. There are even some teaching aides the new technology can deliver which were not formerly available.

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ON TRAINING OF PEDAGOGICAL STAFF IN CONDITIONS OF DIGITALIZATION OF EDUCATION

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Annotation: The article deals with the integration of digital learning into the process of teaching foreign languages. The advantages of the

digital approach to the process of education and training of specialists are highlighted. The analysis of the current regulatory framework was carried out. A methodology for the rational use of the resources of an educational institution is proposed within the digitalization of education.

Key words: mobile learning, information and communication technologies, educational process.

Аннотация: В этой статье рассказывается об использовании компьютеров и технологий для изучения другого языка. В нем объясняется, чем это может быть полезно, и рассматриваются правила, которым необходимо следовать. Он также дает советы о том, как учителя могут использовать технологии наилучшим образом, чтобы помочь учащимся учиться.

Ключевые слова: мобильное обучение, информационно-коммуникационные технологии, образовательный процесс.

Annotatsiya : Maqolada xorijiy tillarni o'qitish jarayoniga raqamli ta'limning integratsiyalashuvi haqida so'z boradi. Ta'lim va mutaxassislar tayyorlash jarayoniga raqamli yondashuvning afzalliklari ta'kidlangan. Amaldagi me'yoriy-huquqiy bazaning tahlili o'tkazildi. Ta'limni raqamlashtirish doirasida ta'lim muassasasi resurslaridan oqilona foydalanish metodologiyasi taklif etilmoqda.

Kalit so'zlar: mobil ta'lim, axborot-kommunikatsiya texnologiyalari, o'quv jarayoni.

Previously, we have already considered the issues of mobile education and the use of information technology in teaching students of the Faculty of Foreign Languages, including the visually impaired. The topic we raise is preparing students for a future professional activities using mobile learning and modern information technology seems to us very important, because has not yet been reflected in the works of Russian and foreign scientists.

On July 28, 2017 the Government of the Russian Federation approved program "Digital Economy of the Russian Federation". The development of the digital economy is designed to increase the country's competitiveness, the quality of life of citizens, ensure economic growth and national sovereignty. Thus, the Program set new tasks for various spheres of economy, science and education. To implement these tasks, it is necessary to create new modern training formats, update the requirements for the level of training and qualifications of employees, including pedagogical ones. Among the factors hindering the digital economy, the Program names insufficiently high qualifications of specialists from

various sectors of the economy, science and education in the field of IT and lack of IT advanced personnel. Relevant section of the Program «Personnel and Education" provides for an increase in the number of IT personnel, improving the quality of their education, as well as the formation of various profiles of such competencies that are necessary for the digitalization of the economy. We believe that in order to meet these challenges, joint efforts of institutions of higher professional education, employers and government officials.

Entered into force on January 1, 2017 "Professional standard. Teacher (pedagogical activity in preschool, primary general, basic general, secondary general education) "obliges the teacher to be proficient three levels of IT competence:

1. General user;
2. General pedagogical;
3. subject-pedagogical

According to the new standard, the teacher must:

- be able to work with various text editors, create and edit spreadsheets, actively use the resources of browsers and e-mail in their professional activities;

- be able to freely use modern multimedia equipment to solve organizational, pedagogical and methodological tasks;

- possess and be able to effectively apply in their professional activities modern educational technologies, including information and digital educational resources;
- be able to search in foreign language sources of information, involve students in the search;

- be able to use systems for electronic translation of foreign information and clarify the pronunciation of foreign vocabulary;

- be able to freely use modern electronic systems and resources for assessing the quality of students' knowledge, processing and storage current, control and final slices of knowledge.

In the process of information of an educational institution,

3 stages, which in turn reflect the stages of professional skill of a teacher:

- the use of IT technologies implies the organization of assistance students in the use of IT technologies to improve the efficiency of the educational process;

- the acquisition of knowledge implies the ability to provide assistance students in the deep development of the studied academic

disciplines, in the application of the acquired knowledge to solve a wide range of problems and tasks, both educational and existing in reality;

- the production of knowledge implies the ability to provide assistance to students in self-production of knowledge.

Despite the absence of references to mobile learning in the standard, we consider it necessary to acquaint students with the principles and technologies of mobile learning.

The formation of these competencies should not be entrusted exclusively to teachers of information technology departments. In the formation of these competencies should involve specialists in the methodology of teaching foreign languages. Digitalization in the education system has, in our opinion, two aspects.

The first is the use of digital technologies in education, which requires a new approach, new methods (interactive video instead of a lecture, support for practical exercises using electronic educational systems (EOS), completing assignments in Moodle, correspondence in Viber instead of face-to-face consultation).

The second is the training of specialists (both teachers and translators) who have the competencies to work effectively in the digital economy.

Both aspects require fundamental changes in the approach to learning. It is not possible to rely only on specialists from ICT departments, requires, first of all, the active participation of teachers-philologists. [12]

It is necessary to provide for the inclusion in the curricula of both masters and bachelors, academic disciplines, the content of which will reflect new approaches and new requirements for the acquired competencies.

Similar changes should be in the implementation of retraining of teaching staff, advanced training. [11]

The work of a translator will change dramatically in the coming years. New speech recognition and translation systems have been developed, which from year to year are becoming more and more perfect. Apparently, the profession of an interpreter will disappear faster than the profession of a driver. A translator in digital reality will need other competencies than those he masters in within the current curricula. So far, there is no generally accepted methodology for mobile teaching of foreign languages in universities. [9]

Modern technologies make it possible to implement the social side of mobile learning, to build a learning model that meets ideas of L. Vygotsky about the huge role of dialogue in education. Important the didactic properties of mobile technologies are the involvement and freedom of action that an interactive learning environment creates. [8]

An important condition is the transition from the usual passive teaching methods to problem-oriented ones, which should be aimed not only at assessing the formation of competencies, but also at developing skills and abilities of students. [7]

Mobile devices give quick feedback and evaluation, significantly changing the educational interaction. Mobile interactive environment encourages students to communicate with classmates and teachers at any time and in any place, provides an opportunity to receive access to the exchange of any information. In order to rationally use the resources of educational institutions, we offer digital education at the level of structural departments is organized as follows: [6]

1. Place on a separate (by department/discipline, and preferably in the direction of training/discipline) page of the existing official website of the institution structure, instructions and guidelines for distance learning. [5]

2. On the same page, you can place links to objects placed on third-party reliable resources (made by yourself or produced by other authors) that do not require feedback: texts lectures, course libraries, video lectures, presentations, webinar announcements and videoconferencing. [4]

3. Exchange information with students through ready-made powerful and well-established electronic communications resources: Skype, Viber, Whatsapp, email, social networks. [3]

4. Control the educational process in a system based on the platform of an educational institution, with organized secure logins to the system and protection of personal data of students and teachers. [2]

The use of third-party resources allows for significant budget savings, increase the relevance of the software used, increase the volume and enhance the reliability of storage information, reduce the volume of files for backup. The positive aspects of using external Internet resources can be include the increase in the recognition of the university, its inclusion in the search engine indexes machines, which is important in the face of increasing competition between educational institutions. [1]

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**MOBIL TEXNOLOGIYALAR YORDAMIDA
NOMUTAXASSIS YO'NALISHDAGI TALABALARGA CHET
TILINI O'QITISHDAGI MUAMMO VA YECHIMLAR**

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Annotastiya: Maqolada hozirgi vaqtda nomutaxassis yo'nalish talabalariga xorijiy tilni o'qitish muammolari, mustaqil o'rganishda mobil texnologiyalaridan foydalanish samaralari haqida bayon qilingan.

Kalit so'zlar; mobil ta'lim, chet tili, ta'lim, mobil texnologiyalar, o'z-o'zini o'rganish, texnologiyadan foydalanish.

Аннотация: В статье рассказывается о проблемах обучения иностранному языку студентов нелингвистических направлений в настоящее время, а также, о результатах использования мобильных технологий в самостоятельном обучении.

Ключевые слова; мобильное обучение, иностранный язык, образование, мобильные технологии, самообучение, использование технологий.

Annotation: The article describes the problems of teaching a foreign language to students of non-linguistic directions at the present time, as well as the results of using mobile technologies in independent learning.

Key words; mobile learning, foreign language, education, mobile technology, self-study, using technology.

Oliy ta'lim tizimini hozirgi bosqichi rivojlantirish uni intensiv axborotlashtirish jarayoni bilan tavsiflanadi. Ta'limni axborotlashtirish "ta'lim sohasini qulay va sog'lom tejash sharoitida foydalaniladigan axborot-kommunikatsiya texnologiyalari (AKT) vositalarining imkoniyatlarini amalga oshirishga yo'naltirilgan ilmiy-pedagogik, o'quv-uslubiy ishlanmalarni yaratish va ulardan maqbul foydalanish metodologiyasi, texnologiyasi va amaliyoti bilan ta'minlashning maqsadli

tashkil etilgan jarayoni"sifatida taqdim etiladi. Natijada, ilmiy adabiyotlarda o'quv jarayonida yangi axborot-kommunikatsiya texnologiyalaridan foydalanishga bag'ishlangan bir qator fundamental tadqiqotlar paydo bo'ladi. Bizni OTM larimiz o'quv jarayoniga ta'limning barcha shakllari (kunduzgi, sirtqi va kechki) bo'yicha o'quv jarayonini tashkil etish uchun elektron ta'lim va MOODLE platformalarini joriy qila boshladilar.

Ta'limni modernizatsiya qilish va axborotlashtirishning asosiy o'zgarishlari, xususan, lingvistik ta'limni modernizatsiya qilishga ta'sir ko'rsatdi. So'nggi yillarda xorijiy tillarni o'qitish boyicha olib borilgan ilmiy tadqiqot ishlari paydo bo'lib bormoqda, unda mualliflar tilning aspektlarini, nutq faoliyati turlarini o'qitish usullarini, shuningdek innovatsion axborot-kommunikatsiya texnologiyalari asosida ijtimoiy-madaniy va madaniyatlararo kompetentsiyalarni shakllantirishni ishlab chiqdilar.

2023 yil 22 fevral kuni O'zbekiston respublikasi Prezidenti Sh.Mirziyoyev raisligida raqamlashtirish bo'yicha 2023-yilgi vazifalar va rejalarga bag'ishlangan videosektor yig'ilishi bo'lib o'tdi. Davlatimiz rahbari yoshlarni ITga o'qitish, ularga ishlashi uchun sharoit va mahsuloti uchun bozor yaratish zarurligini ta'kidladi. Shuningdek, har bir oliygoh bitiruvchilari o'z yo'nalishlaridagi IT dasturlarda ishlashni o'rganishi kerakligini qayd etildi. Misol uchun, qurilish loyihalari uchun chizmalar chizish, smetalar tuzish, infratuzilmani yaratish ixtisoslashtirilgan dasturlar asosida 1-2 oyda yakuniga yetkazish mumkin. Xorijda yoshlar bunday dasturlarni oliygohda o'rganib chiqishi ko'rsatib o'tildi. Shu munosabat bilan Oliy ta'lim va Raqamlashtirish vazirliklariga: – qurilish, geologiya, mashinasozlik, transport kabi yo'nalishlarda muhandis-texnologlarni tayyorlash uchun zamonaviy dasturiy mahsulotlarni o'rganib, yangi o'quv yilidan oliygohlarda joriy qilish; – IT park va uning filiallarini bunday oliygohlarga bog'lab, o'qituvchi va talabalarni yangi dasturlarda ishlashga o'rgatish topshirildi. Shu munosabat bilan aynan xorijiy tilni o'rganishda ham axborot-kommunikatsiya texnologiyalarini joriy etish dolzarb masala bo'lib turmoqda. Aynan qurilish, geologiya, mashinasozlik, transport kabi yo'nalishlarda muhandis-texnologlarni tayyorlash uchun zamonaviy dasturiy mahsulotlarni o'rganish uchun xorijiy tilni mustaqil o'rganib borish maqsadga muvofiqdir. Bo'lajak mutaxassislar AKT texnologiyalaridan foydalangan holda, xususan mobil texnologiyalar yordamida xorijiy tilni o'rganib borishi jaxon mexnat

bozorida bimalol raqobatlasha oladigan kadr bo'lib yetishihsiga asos bo'la oladi. [8]

Hozirgi vaqtda mobil texnologiyalar yordamida chet tilini o'rganish usuli yangi innovatsion vositalaridan biridir. Mobil texnologiyalar deganda mobil ilovalar va Internetga ulangan ko'chma qurilmalar tushunilishi kerak, bu o'rganuvchilarga istalgan vaqtda istalgan joyda o'quv va axborot-ma'lumot materiallaridan foydalanish imkoniyatini beradi, shuningdek, chet tilidagi kommunikativ kompetentsiya jihatlarini shakllantirish maqsadida o'quv jarayoni ishtirokchilari (talabalar va o'qituvchilar) o'rtasida tarmoq aloqasini tashkil qiladi.[16]

Ilmiy ishlar tahlili shuni ko'rsatdiki, xorijiy tilni o'qitish bo'yicha bir qancha muammolar o'rganilmaganligini ko'rsatdi:

1) chet tilini o'qitish metodikasiga nisbatan mobil texnologiyalarning didaktik xususiyatlari, didaktik funktsiyalari va uslubiy funktsiyalari o'rganilmagan;

2) mobil texnologiyalar asosida shakllantirilgan nomutaxassis talabalar uchun nutq qobiliyatlari va til ko'nikmalarining nomenklaturasi aniqlanmagan;

3) mobil texnologiyalar asosida chet tilini o'qitishning psixologik va pedagogik shartlari aniqlanmagan;

4) mobil texnologiyalar asosida chet tilini o'qitishning uslubiy tizimi ishlab chiqilmagan;

5) mobil texnologiyalar asosida chet tilini o'qitish texnologiyasi ishlab chiqilmagan.

Shunday qilib, nomutaxassis talabalariga chet tilini mobil texnologiyalar asosida o'qitish bo'yicha aniqlangan muammolardan kelib chiqib, ishning dolzarbligini inobatga olib maqolamiz mavzusini "Mobil texnologiyalar yordamida nomutaxassis yo'nalishdagi talabalarga chet tilini o'qitish" deb nomladik. [17]

Chet tilini o'qitishda asosan mobil aloqa vositalaridan (smartfonlar, planshet kompyuterlar va boshqalar) foydalangan holda o'quv va nazorat jarayonini tashkil etishning shunday shakli bo'lib, unda talabalar istalgan joyda va istalgan vaqtda til ko'nikmalarini shakllantirishlari va takomillashtirishlari, nutq ko'nikmalarini rivojlantirishlari mumkin.[8]

Mobil texnologiyalar asosida talabalarning lingvistik bo'lmagan ta'lim yo'nalish talabalarida (B1-B2 darajalari bo'yicha) quyidagi ko'nikma va malakalarni rivojlantirish mumkin:

- gapirish qobiliyati (mavzu bo'yicha muhim ma'lumotlarni o'z ichiga olgan xabarlarni yuborish);

- qabul qilgan ma'lumotlar mazmunini qisqacha yetkaza olish;
- talaba o'zi, atrofidagi bo'lib o'tayotgan voqealar, kelgusi rejalari va uni amalga oshirish bo'yicha belgilab olingan vazifalar haqida gapira olish;
- faktlar va hodisalar haqida mulohaza yuritish, misollar, dalillar, xulosalar chiqarish;
- o'z mamlakatingiz va o'rganayotgan til mamlakatining hayoti va madaniyatini ta'riflash;
- o'qilgan (tinglangan) matnning mazmuni bilan o'zaro fikr almashish;
- nutq odob-axloq qoidalariga rioya qilish, agar kerak bo'lsa, biror narsani so'rash, aniqlashtirish;
- replikatsiyalarni yaratish (savollarga javoblar, sharhlar, sharhlar, replikatsiyalarga munosabatni ifodalash);
- tinglash qobiliyati va qisqartirilgan leksik va grammatik shakllarni o'rganish;
- muayyan mavzu bo'yicha so'z boyligini aniqlash;
- audio matndagi kalit so'zlarni aniqlash va kontekstdan notanish so'zlarning ma'nosini aniqlash;
- audio matndagi bog'lovchi so'zlarni aniqlash va audio matnning maqsadini, mavzusini tushunish;
- turli xil tovush tezligiga ega bo'lgan audio matnni eshitib idrok etish;
- kalit so'zlarning ma'nosini taxmin qilish va to'siqsiz mutaxassislikka oid bo'lmagan so'zlarni chetlab o'tish
- yozish qobiliyati (shakllarni to'ldirish (ism, familiya, jins, yoshni ko'rsatish, fuqarolik, manzil);
- o'zi haqida ma'lumotni o'rganilayotgan til mamlakatida qabul qilingan shaklda taqdim etish (avtobiografiya / rezyume); maqola va tezislar yozish.

Mobil texnologiyalar asosida quyidagi leksik nutq ko'nikmalarini shakllantirish mumkin:

- 1) to'g'ri professional atamalar va polisemantik so'zlarni tanlash;
- 2) yangi atamalarni ilgari o'rganilgan leksik birliklar bilan birlashtirish;
- 3) professional atamalar va polisemantik so'zlarni tanib olish va tushunish;
- 4) polisemantik so'zlarning ma'nolarini farqlash;

5) ovoz/grafik xususiyatlariga tayangan holda atamalarning ma'nosini tushunush;

5) og'zaki va yozma matnlarning grammatikasini farqlash;

Agar mobil texnologiyalar asosida chet tilini o'rganish yo'lga qo'yilsa quyidagi psixologik va pedagogik talablarga e'tibor qaratilsa samarali bo'ladi:

1) talabalarni chet tilini o'rganishda mobil texnologiyalardan foydalanishga undash;

2) o'qituvchilarning mobil texnologiyalar asosida ta'lim berishga tayyorligi;

3) talabalarining AKT bo'yicha malakasi.

Xulosa qilib shuni aytishimiz mumkinki, nomutaxassis yo'nalishdagi talabalarga xorijiy tilni o'qitishda mustaqil ta'limni amalga oshirish uchun mobil texnologiyalardan foydalanilsa talabalarda xorijiy tilni mustaqil o'zlashtirish samaradorligi oshadi deb o'ylaymiz.

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UDK 30 428

**PROBLEMS AND THEIR SOLUTIONS IN LEARNING
FOREIGN LANGUAGES ONLINE**

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Annotation: The advent of the internet has brought about a revolution in the way we learn. Online learning, also known as e-learning, has emerged as a popular alternative to traditional classroom-based education. It involves the use of digital technologies to deliver educational content and facilitate learning through virtual classrooms, video lectures, online forums, and other interactive tools. In addition, in today's globalized world, learning a foreign language has become more important than ever before. With the rise of online education, foreign language learning has become more accessible than ever before. However, it also comes with its own set of challenges. In this article, we will explore the problems and solutions of foreign language learning in online education.

Key words: foreign languages, language learning, online education, problems, solutions, internet, motivation, interaction.

Аннотация: Появление Интернета произвело революцию в том, как мы учимся. Онлайн-обучение, также известное как электронное обучение, стало популярной альтернативой традиционному обучению в классе. Он включает использование цифровых технологий для предоставления образовательного контента и облегчения обучения с помощью виртуальных классов, видео лекций, онлайн-форумов и других интерактивных инструментов. Кроме того, в современном глобализованном мире изучение иностранного языка стало как никогда важным. С появлением онлайн-образования изучение иностранных языков стало более доступным, чем когда-либо прежде. Тем не менее, это также сопряжено со своим набором проблем. В этой статье мы рассмотрим проблемы и решения изучения иностранного языка в онлайн-образовании.

Ключевые слова: иностранные языки, изучение языков, онлайн-образование, проблемы, решения, интернет, мотивация, взаимодействие.

Annotatsiya: Internetning paydo bo'lishi biz o'rganish tarzimizda inqilobga olib keldi. Onlayn ta'lim, shuningdek, elektron ta'lim sifatida

ham tanilgan, an'anaviy sinfga asoslangan ta'limga mashhur alternativ sifatida paydo bo'ldi. Bu virtual sinflar, videoma'ruzalar, onlayn forumlar va boshqa interaktiv vositalar orqali ta'lim mazmunini yetkazib berish va o'rganishni osonlashtirish uchun raqamli texnologiyalardan foydalanishni o'z ichiga oladi. Qolaversa, bugungi globallashuv davrida chet tilini o'rganish har qachongidan ham muhim ahamiyat kasb etmoqda. Onlayn ta'limning kuchayishi bilan chet tillarini o'rganish har qachongidan ham qulayroq bo'ldi. Biroq, u ham o'ziga xos qiyinchiliklar bilan birga keladi. Ushbu maqolada biz onlayn ta'limda chet tillarini o'rganish muammolari va yechimlarini ko'rib chiqamiz.

Kalit so'zlar: *chet tillari, til o'rganish, onlayn ta'lim, muammolar, yechimlar, internet, motivatsiya, o'zaro ta'sir.*

Problem: Lack of interaction with native speakers

One of the biggest challenges for online language learners is the lack of face-to-face interaction with native speakers. This can make it difficult to practice speaking and listening skills, which are essential for language acquisition. Language learning requires constant practice, feedback, and correction from someone who is fluent in the language. Without this, students may struggle to improve their speaking and listening skills, which are essential for effective communication. Virtual language exchange programs allow students to connect with native speakers from around the world through video conferencing platforms. These programs provide an opportunity for students to practice their language skills in a real-life context and receive feedback from a fluent speaker.

Solution: Incorporate virtual conversations

Many online language courses now offer virtual classrooms or conversation partners to facilitate communication with native speakers. Learners can practice their language skills in a safe and supportive environment, with the opportunity to receive immediate feedback from a native speaker. [17]

Problem: Limited opportunities for practice

Online language courses provide a wealth of learning materials, but learners may struggle to find opportunities to practice their language skills outside of coursework. Another challenge of learning a foreign language online is the limited access to authentic materials. Authentic materials such as newspapers, books, and movies are essential for developing reading and listening skills, as they expose students to the language as it is used in real-life situations. However, finding these materials online can be

difficult, especially for less commonly taught languages. Online libraries and streaming services such as Netflix and Amazon Prime offer a wide range of foreign language materials that can be accessed from anywhere with an internet connection.[20]

Solution: Join language exchange programs

Language exchange programs, such as Tandem or Hello Talk, allow learners to connect with native speakers of their target language and practice their skills through conversation. These programs provide an excellent opportunity for learners to practice their language skills in a real-world setting and receive feedback from a native speaker. Learning a foreign language is not just about learning the grammar and vocabulary. It is also about understanding the culture and customs of the people who speak the language. However, online education can limit opportunities for cultural immersion, as students may not have the chance to travel to a country where the language is spoken. Virtual cultural immersion programs allow students to experience the culture and customs of a country without leaving their home. [21]

Problem: Difficulty staying motivated

Online language learning requires self-discipline and motivation, which can be challenging for some learners. Collaboration is an essential part of language learning, as it allows students to practice their speaking and listening skills in a supportive environment. However, online education can limit opportunities for collaboration, as students may not have the chance to work with their peers in person. Online collaborative learning platforms such as Google Docs and Zoom allow students to work together on projects and assignments in real-time. [13]

Solution: Set goals and establish a routine

Learners should set achievable goals and establish a routine to stay motivated. Breaking down larger goals into smaller, more manageable tasks can help learners feel a sense of accomplishment and stay on track. Additionally, learners can use tools such as habit trackers or study groups to hold themselves accountable.

Problem: Limited feedback on performance

Online language courses provide immediate feedback on learner performance, but learners may struggle to receive personalized feedback from instructors. [22]

Solution: Seek out tutoring or peer mentoring

Many online language courses offer tutoring or peer mentoring services to provide learners with personalized feedback on their

performance. Learners can also seek out language exchange partners or join online language communities to receive feedback from other learners.

In conclusion, learning a foreign language online comes with its own set of challenges, but there are solutions available to overcome them. Virtual language exchange programs, online libraries and streaming services, virtual cultural immersion programs, and online collaborative learning platforms are just a few examples of the tools and resources available to help students succeed in their language learning journey. With the right approach and mindset, online education can be an effective and enjoyable way to learn a foreign language.

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DISTANCE TEACHING ENGLISH IN ESP CLASSES

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Abstract: In this article dedicates distance teaching English in ESP classes. Today, influenced by development of global net and scientific-and-technological advance, pedagogy, as well as any other sciences, is changing being strongly drawn towards information-andcommunication technologies as highly prospective modern teaching aids. The article is to analyze in what way the ICT development modifies the English for Specific Purposes (ESP) teaching under the present-day conditions. The full text of presentation will be illustrated with short videos with resource materials worked out by the authors especially for ESP distance course.

Keywords: Distance teaching, ESP, open education system, information-andcommunication technologies

Annotatsiya: Ushbu maqola ESP guruhlarda ingliz tilini masofaviy o'qitishga bag'ishlangan. Bugungi kunda global tarmoq va ilmiy-texnika taraqqiyoti ta'sirida pedagogika va boshqa fanlar ham o'zgarmoqda va axborot-kommunikatsiya texnologiyalariga kuchli jalb qilinmoqda. istiqbolli zamonaviy o'quv qurollari. Maqolada AKT rivojlanishining hozirgi sharoitda Ingliz tilini maxsus maqsadlarda (ESP) o'qitishni qanday o'zgartirishi tahlil qilinadi. Taqdimotning to'liq matni mualliflar tomonidan maxsus ESP masofaviy kursi uchun ishlab chiqilgan resurs materiallari bilan qisqa videolar bilan tasvirlanadi.

Kalit so'zlar: Masofaviy o'qitish, ESP, ochiq ta'lim tizimi, axborot-kommunikatsiya texnologiyalari.

Аннотация: Данная статья посвящена дистанционному обучению английскому языку на занятиях ESP. Сегодня под влиянием развития глобальной сети и научно-технического прогресса педагогика, как и любая другая наука, претерпевает

изменения, сильно тяготея к информационно-коммуникационным технологиям как перспективные современные средства обучения. Статья посвящена анализу того, как развитие ИКТ модифицирует преподавание английского языка для специальных целей (ESP) в современных условиях. Полный текст презентации будет проиллюстрирован короткими видеороликами с ресурсными материалами, разработанными авторами специально для дистанционного курса ESP.

Ключевые слова: Дистанционное обучение, ESP, открытая система образования, информационно-коммуникационные технологии.

INTRODUCTION

Today, influenced by development of global net and scientific-and-technological advance, pedagogy, as well as any other sciences, is changing being strongly drawn towards information-andcommunicative technologies as highly prospective modern teaching aids. Within information society, foreign language teachers obtain new effective teaching aids. Implementation of information and communication technologies (ICT) in educational process in general and network resources in particular leads to expanding access to education, developing open education systems and creating new qualification characteristics of modern specialists. Specific conditions of ESP teaching are characterised by a comparatively small number of academic hours, a minimal training period (a two-year cycle) and different levels of applicants' initial language training. Therefore, it is reasonable to intensify training by devoting more academic hours to extracurricular classes and stimulating students' independent work, i.e. making an emphasis on a distance mode of teaching. OPEN EDUCATION SYSTEM Distance learning is a set of network, programme, information and pedagogical technologies of purposefully organised learning process, by means of students' and teachers' synchronous or nonsynchronous interactive team work and work with teaching aids invariant to their location in space and agreed in time [2]

The open education system assumes getting education through a student's purposeful, controlled, intensive independent creative work at a convenient tempo. A student is free to choose the curriculum, teachers, schedule and form of study in one or several educational institutions (regardless of their locations or the student's place of residence) and an opportunity of his/her lifelong study following his/her own educational

path. At present many students prefer electronic resources to traditional information sources as they consider Internet search to be an easier way to master a language. Admittedly, the main objective of teaching foreign language at higher education institutions is practical use of foreign language as well as developing a personality capable of communication and aiming at 2 self-education. [2]

At present, such form of education is most popular with working students. However, fast development of information-and-subject environments in different languages may be observed on the Internet. A trained specialist who is expected to find his/her niche within rapidly developing technologies of developed countries should be well-informed in his area. Modern means of connecting with partners, access to the Internet information resources assume proficient command of not only computer technologies but also foreign languages. It is no coincidence that UNESCO announced our century to be the age of polyglots. The primary value at the age of informatisation is information. The specific feature of the subject “Foreign Language” is that the fundamental component of foreign language learning content is not scientific basis but work methods – teaching various speech activity types: speaking, listening, reading and writing. Therefore, in order to teach students different types of speech activity, one should provide each student with an ability to practise the speech activity type he/she is mastering at the moment. Teaching speech activity is possible only in live communication. [11]

Thus, a partner is needed. In the process of computer telecommunications, the student can have a live conversation (oral or written) with the teacher or a group mate. Basing on the subject specifics, knowing linguo-didactic features and functions of distance courses as well as their opportunities and resources, we may determine the types of goals which may be achieved by applying particular tasks. Only then one can select methods of their application to distance learning. Widespread occurrence of distance learning system is explained by its ability to solve a range of tasks society is faced with. Such form of education as distance learning contributes to raising society’s standard of scholarship, realisation of its wide cross-sections’ needs for educational services regardless of a particular individual’s place of residence, raising qualification of high school teaching staff and making world community’s information space more available. Foreign experience of teaching with the use of new information technologies is considerably greater than the Russian one though in international foreign language teaching practice this form of

learning came into realisation not long ago, but it quickly became popular and proved to be an effective tool in education. [13]

Having studied the problem of using interactive technologies in foreign language teaching, we have come to the conclusion that linguistic community with the potential of ICT in mind is actively developing ways of enhancing effectiveness of teaching foreign language to non-linguistic students. As seen from experience, the use of ICT in foreign language teaching raises the quality and level of intending specialists' training. Distance foreign language learning is an essential component of developing open education systems based on information technologies.

The success of any kind of distance learning depends on effective teacher-student interaction. At present, the profession-oriented approach to teaching foreign language to non-linguistic students is connected with developing students' ability of foreign communication in professional, business and scientific spheres on the basis of professional thinking. Various forms of distance telecommunications have their characteristics determined by learning process. In its turn, the use of new educational technologies requires new information-and-communicative aids. Such information-and-technological facilities assume foreign language teachers' close cooperation with IT specialists.

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THE EFFECTIVENESS OF CREATING ONLINE AND MOBILE APPLICATIONS TO LEARN FOREIGN LANGUAGES

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Abstract: This paper describes the importance of creating online classes in order to engage students. How use Asynchronous and Synchronous Learning assets in online classes and mobile applications. The importance of these learning assets you create online classes. Richard Mayer, a researcher at the University of California Santa Barbara, has done research on online learning and has developed different multimedia principles that can help first time designers.

Key words: online learning, education, principles, assets, Asynchronous, Synchronous, multimedia

Абстракт: В этой статье описывается важность создания онлайн-классов для привлечения студентов. Как использовать активы асинхронного и синхронного обучения в онлайн-классах и мобильных приложениях. Важность этих учебных ресурсов, которые вы создаете для онлайн-классов. Ричард Майер, исследователь из Калифорнийского университета в Санта-Барбаре, провел исследование онлайн-обучения и разработал различные мультимедийные принципы, которые могут помочь начинающим дизайнерам.

Ключевые слова: онлайн-обучение, образование, принципы, ресурсы, асинхронное, синхронное, мультимедиа.

Abstrakt: Ushbu maqolada talabalarni jalb qilish uchun onlayn darslar yaratish muhimligi tasvirlangan. Onlayn darslarda va mobil ilovalarda asinxron va sinxron o'quv jarayonida qanday foydalanish kerak. Onlayn darslar uchun yaratgan ushbu o'quv resurslarining ahamiyati. Santa-Barbaradagi Kaliforniya universiteti tadqiqotchisi Richard Mayer onlayn ta'lim bo'yicha tadqiqot olib bordi va intiluvchan dizaynerlarga yordam beradigan turli multimedia tamoyillarini ishlab chiqdi.

Kalit so'zlar: onlayn ta'lim, ta'lim, tamoyillar, resurslar, asinxron, sinxron, multimedia.

The current stage of the development of the world community is characterized by the growing role of education, which actively affects its condition and determines the foundations of economic and social progress.

The exchange of experience with foreign universities is one of the main tools to improve the quality of teachers.

As for me, I took part in Digital Pedagogy and Assessment Practices (DPAP) and Creating and Implementing Online Courses (CIOC) by Arizona State University. Online Professional English Network (OPEN), sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. These programs help teachers to build knowledge of and skills in teaching online.

You know, online /m-learning is getting more popular nowadays. It is this system that can most adequately and flexibly respond to the needs of society and ensure the implementation of the constitutional right to education of every citizen of the country. While I was studying in programs I learnt more about how to create and implement online classes for online and mobile applications. [9] Using the ADDIE model for instructional design, analyzed students, stakeholders, and objectives by writing a learner story, then designed a course outline and hybrid module framework, developed different learning assets, including formative assessments and a video script, created an action plan to demonstrate how intended to implemented and evaluated the online English language course to develop.

Teachers who want to teach online have to know the importance of creating them. It is difficult job, I mean, if you want to create online classes you must know how to engage your students to your classes. Definitely, it is not easy to do this job but every teacher should know and develop their skill in this field. If you know how It is interesting and attractive to create online courses you will enjoy doing it. In order to attract our students to our online classes we should add Asynchronous and Synchronous Learning assets. Hybrid design, in online instruction, means that sometimes the students are learning asynchronously, and other times they are learning synchronously. Synchronous learning is when teachers and students work together at the same time, often in a *live* session. In the online world, teachers use synchronous sessions to meet with students, lead a class, have a group discussion or even get them started on a group activity. Asynchronous learning is when the teacher and the students work separately at different times.[10] For instance;

Asynchronous		Learning:
•	Module	Overview
•	Discussion	Boards
•		Quizzes

•	Listening	Assets
•		Readings
•	Grammar	Explanations
•	Final	Task
•	Final	Test
•	Wrap	up
Synchronous		Learning:
•	Warm	up
•	Vocabulary	Practice Activity
•	Pre-Listening	or Pre-Reading Activity
•	Post-Listening	or Post-Reading Activity
•	Grammar	Application Activity
•	Engagement Activity	

The student and the teacher exist in the educational process both in parallel, using communication tools, and, accordingly, can simultaneously interact with each other (online), and sequentially when the student performs some kind of independent work (offline). [1] In order to attract students to online/m-learning we have to learn how to create and design our courses. In this case, Richard Mayer, a researcher at the University of California Santa Barbara, has done research on online learning and has developed different multimedia principles that can help first time designers. If you are designing a PowerPoint presentation, developing an online course or preparing to flip your classroom, you may need to reconsider how you will get students to engage with the material without the traditional face-to-face interaction. In the book *Multimedia Learning* (Cambridge Press, 2001), Richard E. Mayer discusses twelve principles that shape the design and organization of multimedia presentations:

1. Coherence Principle – People learn better when extraneous words, pictures and sounds are excluded rather than included.
2. Signaling Principle – People learn better when cues that highlight the organization of the essential material are added.[9]
3. Redundancy Principle – People learn better from graphics and narration than from graphics, narration and on-screen text.
4. Spatial Contiguity Principle – People learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
5. Temporal Contiguity Principle – People learn better when corresponding words and pictures are presented simultaneously rather than successively.

6. Segmenting Principle – People learn better from a multimedia lesson is presented in user-paced segments rather than as a continuous unit.

7. Pre-training Principle – People learn better from a multimedia lesson when they know the names and characteristics of the main concepts.

8. Modality Principle – People learn better from graphics and narrations than from animation and on-screen text. [15]

9. Multimedia Principle – People learn better from words and pictures than from words alone.

10. Personalization Principle – People learn better from multimedia lessons when words are in conversational style rather than formal style. [9]

11. Voice Principle – People learn better when the narration in multimedia lessons is spoken in a friendly human voice rather than a machine voice.

12. Image Principle – People do not necessarily learn better from a multimedia lesson when the speaker's image is added to the screen. [2]

To sum up, as technology advances and user experience improves, so too does the popularity of online education. It's been proven to be a successful method of learning and offers a number of different benefits when compared with traditional education. [18] While it is beneficial, it also has certain challenges. Understanding the advantages of online and mobile learning is important because it could help you make big decisions regarding your or your child's education. In order to attract and engage our students to our online classes teachers should increase their knowledge every day, this is because technology are changed day by day. [15]

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**FOREIGN LANGUAGES ONLY IN EDUCATION:
PROBLEMS AND SOLUTIONS**

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Abstract: This article discusses several ways to learn foreign languages online effectively and some of the modern learning technologies in language learning as well.

Key words: Foreign language, independent language online learning, educational technologies, project, interest, activity, interactive methods.

Аннотация: В данной статье рассматриваются несколько методов эффективного изучения иностранного языка, а также некоторые современные технологии онлайн-обучения языкам.

Ключевые слова: Иностранный язык, самостоятельное онлайн-обучение языку, образовательные технологии онлайн-обучения языкам.

Annotatsiya: Ushbu maqolada xorijiy tillarni samarali o'rganishning bir qancha usullari, shuningdek, online til o'rgatishning ba'zi zamonaviy texnologiyalari muhokama qilinadi.

Kalit so'zlar: chet tili, mustaqil tilni online o'rganish, ta'lim texnologiyalari, loyiha, qiziqish, faoliyat, interfaol usullar.

INTRODUCTION

Foreign language education has long been a topic of discussion and debate in the field of education. Online studying, also known as e-learning, has become increasingly popular in recent years due to its convenience and accessibility. With the advent of the internet and technological advancements, students can now access educational resources from anywhere in the world, at any time. While many agree that learning a foreign language is important in today's globalized world, there are also many challenges and obstacles that need to be addressed. In this essay, we will explore the problems and solutions related to foreign language education in schools.

LITERATURE ANALYSIS AND METHODS

Teaching and learning English in the research process is popular methods, internet sources were used. During the writing of the article, the principles of theoretical deductive conclusion, analysis and synthesis, logicity were used.

DISCUSSION AND RESULTS

One of the main problems with foreign language education is the lack of resources and funding. Many schools do not have the necessary resources to provide high-quality language instruction, such as qualified teachers, textbooks, and language labs. This can lead to a lack of motivation among students and a decrease in the quality of language instruction.

One solution to this problem is to increase funding for foreign language education. This could be done at both the national and local levels, with governments and school districts providing more resources for language instruction. This could include hiring more qualified teachers, providing more language labs and materials, and offering more opportunities for students to practice speaking and listening.

Another problem in foreign language education is the lack of emphasis on speaking and listening skills. Many language programs focus primarily on reading and writing, which can lead to students being unable to communicate effectively in real-life situations. This can be especially problematic for students who plan to travel or work in countries where the language is spoken.

To address this problem, language programs should place a greater emphasis on speaking and listening skills. This could include more opportunities for students to practice speaking in class, such as through role-playing or group discussions. It could also involve providing more opportunities for students to interact with native speakers, such as through language exchange programs or online language communities.

A third problem in foreign language education is the lack of cultural context. Learning a foreign language involves more than just memorizing vocabulary and grammar rules; it also requires an understanding of the culture and customs of the people who speak the language. Without this context, students may struggle to fully understand and appreciate the language they are learning.

A fourth problem in foreign language education is the lack of motivation among students. Many students fail to see the relevance or importance of learning a foreign language, especially if they do not plan to travel or work in a country where the language is spoken. This can lead to a lack of effort and engagement in language classes, which can in turn lead to poor outcomes.

One of the primary advantages of online studying is its flexibility. Students can access course materials and complete assignments at their own pace, without being constrained by traditional classroom schedules. This is especially beneficial for those who have work or family commitments, as they can fit their studies around their existing responsibilities. Additionally, online courses are often less expensive than traditional classroom-based courses, making them a more affordable option for many students.[11]

Another advantage of online studying is the accessibility it provides. Students who live in remote or rural areas, or who have disabilities that make it difficult to attend traditional classrooms, can still access educational resources and earn degrees through online courses. This means that e-learning has the potential to level the playing field and provide educational opportunities to a wider range of students.

Online studying also offers students the opportunity to learn in a more customized and personalized way. Students can access a wealth of resources, including videos, interactive simulations, and discussion forums, to supplement their learning. They can also revisit course materials as often as they need to in order to fully understand the subject

matter. This personalized approach to learning can lead to better outcomes for students who may struggle in traditional classroom settings. [13]

However, online studying also has some disadvantages. One of the main challenges of e-learning is the lack of face-to-face interaction and socialization. Traditional classrooms provide opportunities for students to interact with their peers and instructors, which can enhance the learning experience and foster a sense of community. Online studying, on the other hand, can be a solitary experience, which may not be suitable for all students.[10]

Another challenge of online studying is the potential for distractions. Students may be tempted to check social media or browse the internet instead of focusing on their coursework, which can negatively impact their learning outcomes. Additionally, technical issues such as slow internet connections or computer malfunctions can disrupt the learning process and cause frustration for students.[9]

Despite these challenges, the future of online studying looks bright. Technological advancements such as artificial intelligence, virtual and augmented reality, and gamification are already being integrated into e-learning platforms, which can enhance the learning experience and make it more engaging for students. Additionally, the COVID-19 pandemic has accelerated the adoption of online studying, as schools and universities have had to shift to remote learning in order to maintain social distancing guidelines. This has highlighted the importance of e-learning and its potential to provide continuity of education in times of crisis. [15]

One solution to the limited exposure problem is to offer immersion programs, where students can spend time in a country where the language is spoken. This allows them to engage with native speakers and use the language in real-life situations.

Making foreign language instruction more relevant to students' lives can help with motivation. Teachers can show students how the language can be useful in their careers, travel, or even in their personal relationships.[20]

Personalized learning can help to address the issue of a standardized curriculum. Teachers can tailor the course content and teaching methods to the needs and interests of individual students. This could include incorporating cultural elements or using technology to make learning more interactive and engaging. [5]

Collaborative learning can also be used to make foreign language instruction more engaging. This involves group work, discussions, and activities that encourage students to communicate with each other in the target language. [21]

Second solution to this problem is to integrate cultural education into language instruction. This could involve teaching about the history, customs, and traditions of the country where the language is spoken. It could also involve incorporating cultural activities into language classes, such as cooking traditional dishes, watching films or videos, or participating in cultural festivals. [6]

To address this problem, language programs should strive to make language learning more engaging and relevant to students' lives. This could involve using technology, such as language learning apps or online games, to make language learning more interactive and fun. It could also involve creating more opportunities for students to use the language in real-life situations, such as through community service projects or study abroad programs. [23]

CONCLUSIONS AND SUGGESTIONS

In conclusion, foreign language education faces a number of challenges and obstacles. Online studying has both advantages and disadvantages. Its flexibility and accessibility make it an attractive option for many students, but the lack of face-to-face interaction and potential for distractions can be challenging.[17] However, with the continued development of technology and the growing demand for remote learning, the future of e-learning looks promising. It is likely that online studying will continue to play an important role in education, providing students with customized, personalized learning experiences that are accessible from anywhere in the world. In addition, by increasing funding, placing a greater emphasis on speaking and listening skills, integrating cultural education, and making language learning more engaging and relevant to students' lives, we can work towards addressing these problems and providing high-quality language instruction to students. [6]

With the growing importance of global communication and cooperation, it is more important than ever to equip students with the skills they need to communicate effectively with people from all over the world. [15]

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DISTANCE LEARNING TOOLS IN TEACHING ENGLISH ESP STUDENTS

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Annotation: In this article dedicates about distance learning tools in teaching English. To create comfortable conditions for international students at universities academics should have high fluency in English for specific purposes (ESP) and be able to use English as instruction language in the educational process. Moreover, digitalization of all the spheres of human life forces educators to use distance learning technologies. However, the members of the academic staff are not always able to use suitable digital tools when teaching in a foreign language.

Key words: distance learning, tools, learning technologies, digital tools

Аннотация: В данной статье речь пойдет об инструментах дистанционного обучения в преподавании английского языка. Для создания комфортных условий для иностранных студентов в вузах преподаватели должны владеть английским языком для специальных целей (ESP) и уметь использовать английский язык в качестве языка обучения в учебном процессе. Более того, цифровизация всех сфер жизни человека вынуждает педагогов использовать технологии дистанционного обучения. Однако члены академического персонала не всегда могут использовать подходящие цифровые инструменты при обучении на иностранном языке.

Ключевые слова: дистанционное обучение, инструменты, технологии обучения, цифровые инструменты

Annotatsiya: Ushbu maqola ingliz tilini o'qitishda masofaviy o'qitish vositalariga bag'ishlangan. Universitetlarda chet ellik talabalar uchun qulay shart-sharoitlarni yaratish uchun akademiklar ingliz tilini aniq maqsadlarda (ESP) yuqori darajada bilishlari va o'quv jarayonida ingliz tilidan o'quv tili sifatida foydalanish imkoniyatiga ega bo'lishlari kerak. Bundan tashqari, inson hayotining barcha sohalarini raqamlashtirish pedagoglarni masofaviy ta'lim texnologiyalaridan foydalanishga majbur qilmoqda. Biroq, ilmiy xodimlar chet tilida dars berishda har doim ham mos raqamli vositalardan foydalana olmaydi.

Kalit soʻzlar: masofaviy ta'lim, vositalar, ta'lim texnologiyalari, raqamli vositalar

In the modern world more and more young people want to get education abroad and join international scientific community. As a result, the Uzbek education system needs to attract foreign students and improve conditions for their studying. Foreign students' training can be successful mainly due to academics who are able to teach foreign students in English. Thus, there is a need to train and teach academics professional language in English, but we have to do that through distance learning due to active digitalization of higher education. ESP (English for Specific Purposes), which is sometimes called CLIL for adults, combines language learning and study of any other discipline. ESP is comprised of Business English, English for engineers, financial experts, lawyers, doctors, pilots, etc., in other words ESP may be described as English for the diverse range of specialties and economy sectors. [13]

ESP training helps to meet special needs of students and employs appropriate methodology for a specialty, focuses on relevant for this specialty language in terms of grammar, vocabulary, register, discourse and genre. ESP can be learned by professionally employed specialists with sufficient professional experience, and university students who are still training to work in a particular field. Thus English may act as a tool for professional communication only or as a tool to introduce new topics, approaches, methods to students in their field, thus language learning goes along with the study of a special discipline [2].

Leading universities in Russia are changing their growth strategies to satisfy the demands and challenges of the fourth industrial revolution and to level up their competitiveness. The state program (Project 5-100) to support leading Uzbek universities was launched in 2013. South Ural State University (SUSU) as one of 21 participants involved into this project, and now "Priority 2030", considers transformation into a SMART university to be its main goal. Moreover, it also focuses on training a new generation of leaders able to cope with global challenges of sustainable development and make the world a better place. Smart educational environment in the university implies flexible interactive educational environment (digitalization of education), free access to information, personal approach to teaching, project implementation and creation of an integrative scientific and creative space.[11]

Educators are supposed to provide conditions for autonomous acquisition of necessary skills for a variety of learners in an interactive

form, exchange content, get feedback, and develop educational products. To satisfy these needs, SUSU has launched its own production of up-to-date teaching aids and has introduced modern forms of distance learning – e-learning and b-learning, as well as mass distance courses in the MOOC format. Especially for academics there has been developed continuing professional development program “Lingva” to teach them basic English, ESP and EMI etc. and thus to avoid difficulties in teaching international students in the future. Digital tools are presented by a number of digital platforms digital tutorials and e-books, presentation tools, online communities (blogs, Twitter), mobile applications, LMS (Moodle, Coursera, EdX), webinars and other digital media, the use of which is possible both from a desktop computer or laptop, and from smart devices (tablet, smartphone, smart TV). But the use of digital tools should not exclude the use of traditional methods of teaching, they are supposed to go along and provide alternative ways of interaction between educators and students.

In the course of the study, theoretical (analysis of modern scientific and methodological literature) and empirical (questionnaires, interviews, methods of mathematical processing of the data obtained) methods were applied. We set several tasks in our research: [13]

1) to identify what digital distance learning tools are, we made literature analysis and came to the conclusion that we should use digital distance learning tools that allow educators as well as students to come up with digital learning resources and combine their own and authentic content of the international community to learn a foreign language in an interactive educational environment;

2) to reveal the awareness of the academics about the types and purposes of digital tools in distance learning at the university, as well as in foreign language classes, a questionnaire, interview (among three “Lingva” groups of academics) were applied; [9]

3) to analyze the frequency and effectiveness of the use of digital tools in distance learning a foreign language, a questionnaire, interview (among three “Lingva” groups of academics) were implemented;

4) to gain educators’ interests and difficulties in relation to the types of digital distance learning tools and their use as a means of language training, needs analysis (among lecturers of English from South Ural State University) was used;

5) based on the analysis of the results and educators’ needs, a complex of digital distance learning tools were introduced into the process

of teaching English (the Edmodo language learning platform, sites for the development of speech activities and the new online course “ESP course: Economics and Management” through LMS Moodle).

When chosen appropriately, digital distance learning tools can eliminate the blocking factors and lead up the effective use of new technologies. Diverse use of digital distance learning tools in the classroom online activities and academics’ individual work will not only facilitate acquiring foreign professional language skills, but also encourage educators’ motivation to teach.

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**INNOVATIVE METHODS OF ONLINE LEARNING IN
TEACHING ENGLISH**

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Annotation: In modern non-philological establishments the study of English occupies the important place and is an important component in training specialist for different branches of our country. The introduction of the innovative methods of teaching English becomes currently and has big practical importance. In article there is given synopsis and analysis of modern information-communication technology (ICT) in the field of teaching of English for special purposes.

Key words: English for specific purposes, information-communication technologies (ICT), multimedia technologies, web-quest, Wiki, high vocational training.

Annotatsiya: Zamonaviy nofilologik muassasalarda ingliz tilini o'rganish muhim o'rin tutadi va mamlakatimizning turli sohalari uchun mutaxassislar tayyorlashda muhim tarkibiy qism hisoblanadi. Ingliz tilini o'qitishning innovatsion usullarini joriy etish hozirgi kunga kelib katta amaliy ahamiyatga ega. Maqolada ingliz tilini maxsus maqsadlarda o'qitish sohasidagi zamonaviy axborot-kommunikatsiya texnologiyalari (AKT)ning konspekti va tahlili keltirilgan.

Kalit so'zlar: Maxsus maqsadlar uchun ingliz tili, axborot-kommunikatsiya texnologiyalari (AKT), multimedia texnologiyalari, web-quest, Wiki, yuqori kasbiy tayyorgarlik.

Аннотация: В современных нефилологических вузах изучение английского языка занимает важное место и является важным компонентом в подготовке специалистов для различных отраслей нашей страны. Внедрение инновационных методов обучения английскому языку приобретает актуальное значение и имеет большое практическое значение. В статье дается краткий обзор и анализ современных информационно-коммуникационных технологий (ИКТ) в области обучения английскому языку для специальных целей.

Ключевые слова: английский язык для специальных целей, информационно-коммуникационные технологии (ИКТ), мультимедийные технологии, веб-квест, Wiki, высшее профессиональное образование.

Currently, English for Specific Purposes (ESP) is taught all over the world in different directions. [4] Since the 60s of the last century, when it first started being talked about ESP as a separate direction in teaching English as a foreign language, this aspect of English language teaching has developed considerably and has taken a leading position in teaching English for professional purposes. In the context of the dynamic development process of international integration and exchange of information professionals in any industry, in addition to traditional training, you need a tool that allows you to effectively and efficiently exchange professional information. That tool is a professionally oriented special purpose language or a language.[2] Today there are lots of monographs on the theory of ESP, ESP has developed special teaching methodology, conducted a variety of studies. But among them, unfortunately, only a small portion of authors and developers. It is necessary to note the fact that in our country, officials at all levels say that university graduates today must surely know English.[11]

However, the level of English proficiency of students in philological universities is very different, and often leaves much to be desired. Thus, the vital was the question of a single program in foreign language to language high schools, which would take into account requirements for the level of foreign language graduates today. Today, such a program recommended by the scientific and methodological advice in foreign languages professor S. G. Ter — Minasova exist. It is based on the following provisions recorded in contemporary documents for the modernization of higher education: – Possession of a foreign language is

an integral part of the training of experts in high school. – Foreign language course is multi-level and developed in the context of lifelong learning. – Learning a foreign language is based on an integrated multidisciplinary basis. – Learning a foreign language is aimed at comprehensive development of communicative, cognitive, informational, socio-cultural, professional and general cultural competence of students. But, even with a single program, you must always take into account the specificity of each institution or its departments, customer demand and the students themselves. [13]

An important role in vocational education plays ESP teachers. They are often asked to develop programs and training for ESP plans to organize a special English language courses for students, etc. As with any other form of training here, there are many methods and approaches used depending on the objectives of courses and resources available. Based on the philosophy of ESP, they can be divided into three main groups as follows: problem-based learning (PBL), an autonomous entity (AL) and training with the help of information and communication technologies (ICT). It is worthy that all of them are student-oriented methodology. Today, when placed new emphasis on the interpretation of language education goals and made some changes in the process of educational interaction of the teacher and the student, the teacher must be clearer idea of what is required of him in the classroom of a foreign language. In the development of foreign language programs should take into account the potential of knowledge and language skills of students, as well as the motivation of the students in gaining knowledge. Apparent at first glance, a simple procedure to determine the content of teaching and the organization of training should include theoretical positions.[9]

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UDK 30 428

**TO EXPLORE AND DEVELOP THE PROBLEMS AND
SOLUTIONS OF FOREIGN LANGUAGES IN ONLINE
EDUCATION**

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Annotatsiya: Ushbu maqolada masofaviy ta'lim tizimi, va online ta'limda ingliz tilini o'rganish haqida yozilgan. Tadqiqot davvomida masofaviy ta'limning muammo va kamchiliklari haqida ma'lumotlar keltirilgan

Kalit so'zlar: kommunikatsiya texnologiyalari, metod, axborot-texnologiya, xorijiy til, masofaviy ta'lim, texnika, tizim.

Abstract: This article is written about the distance education system and learning English in online education. In the continuation of the research, information is given about the problems and disadvantages of distance education

Key words: communication technologies, method, information technology, foreign language, distance education, technique, system.

Аннотация: В данной статье написано о системе дистанционного образования и изучении английского языка в онлайн-образовании. В продолжение исследования дана информация о проблемах и недостатках дистанционного образования.

Ключевые слова: коммуникативные технологии, метод, информационные технологии, иностранный язык, дистанционное обучение, методика, система

INTRODUCTION

For this, it is necessary to create the opportunity and conditions for continuous independent work. From this, it becomes clear that it is important to ensure that the learner is in the center of attention during the educational process and that young people get independent knowledge to increase the effectiveness of education. Therefore, it is appropriate to use various innovative methods in the process of teaching a foreign language. The pedagogical specificity of learning and teaching a foreign language is know the pedagogical aspects of understanding foreign language texts, memorizing foreign words, and ensuring that students' thinking in a foreign language expands in the process of learning a foreign language. requires. The learner's learning of a foreign language is characterized not only by the volume and quality of acquired knowledge, but also by the structure of knowledge processes, the system of logical operations and mental actions of the student. This means developing the theoretical and practical skills of the learner through special methods.

It is also a good thing that, along with various forms of education, distance learning is widely used. It is clear to many that this education has many advantages. A number of works are being carried out on the implementation of distance learning techniques and technologies in all higher educational institutions. The development of information technologies requires a new approach to the organization of distance

education. Modern models of distance education are based on communication and network technologies. These technologies, while opening a comprehensive way for users of information, create the problem of their protection.

METODOLOGY

In distance education, the lack of direct communication between the teacher and the listener also causes some problems. For example, there are certain difficulties in organizing a problem-based teaching process. It is possible to organize a problem-based training in the training of a listener as a mature specialist. However, to solve this problem, it will be necessary to develop additional educational materials. Among these, it is desirable to have different levels of problem tasks, instructions and actions that create a problem situation. In the course of education, the main goal is to train highly qualified specialists who have thoroughly mastered the fundamentals of science. Therefore, it is important to use modern information technology tools in learning foreign languages in accordance with modern requirements.

Direct use of modern teaching and technical tools, language rooms, multimedia, specially programmed topics, multilingual electronic dictionaries in foreign language classes is appropriate. The use of distance learning methods, press, telecommunication and Internet materials in teaching foreign languages serves as a source of information for students not only to learn foreign languages, but also to increase their intellectual level. Among the most effective approaches to teaching a foreign language, it is possible to show methods of language teaching in distance education with the help of information and communication technologies. Computer technologies, especially the Internet, offer a wide range of opportunities for language learning. They are manifested in the following: 1) actively using the acquired knowledge and skills of oral communication in a foreign language in practice, learning to use the acquired language materials not only in one's own speech, but also in understanding the speech of an interlocutor met through the Internet ; 2) formation of flexible skills to transfer acquired speech knowledge to changing situations of attitude; 3) creation of a strong, immediately occurring motivation and a motivation of an attitude close to reality in relation to organizing a conversation carried out in the form of informal communication, learning to speak; 4) overcoming psychological obstacles, in particular, the fear of speaking in a foreign language and making mistakes, losing the barrier and the

feeling of internal and external shyness and shame; 5) raising the quality of education to a high level and immediate effectiveness; in the second exercise, users begin to speak the foreign language they are learning in the speech pattern given in the main educational text; using suggestive means of textual influence (including memorization), exercises are taken into account in the first exercise; 6) presenting and mastering a large number of speech, advanced and grammatical units; 150-200 new words, 30-50 speech samples and several typical speech events are introduced and mastered in one presentation. As a condition for the implementation of speaking skills in Internet materials, there are not too many requirements for the vocabulary and the volume of language materials. However, in order to fully participate as a person in the communication process, speaking determines the necessary minimum volume of words and language materials in general. The goal of the distance learning course is defined in the most general way, first of all, to teach listening and speaking to the oral form of communication in the language being studied.

In addition, the extension of the course allows to pay serious attention to the written forms of communication. Written communication involves mastering such types of speech activity as reading and writing (written speech). Expanding the educational goals in the distance learning course envisages the activation of previously acquired speech skills, the formation of a higher level of communicative skills, and the deeper systematization of users' Grammatical knowledge. The effectiveness of distance education is one of the factors that allow students to retain more information in their memories, expand their awareness, and achieve better results in their work. In addition to the advantages and conveniences mentioned above, we may face some problems in distance education. First of all, we should choose a method that is suitable and specific to the distance education process. Because the effectiveness and success of any educational system depends on the methods used in it. Let's define the concept of educational method here.

The educational method is a method of interdependent activity of the pedagogue and the students, aimed at achieving educational goals at the modern level. Choosing an interactive learning method for remote teaching of foreign languages is a task in line with the same goal. Because the interactive educational method serves to activate the learning of students and develop their personal qualities by increasing the activity between the students and the teacher during the educational

process. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education: conducting informal debates, the opportunity to freely describe and express the educational material, the number of exposures is small, but the number of seminars is large, the opportunity for learners to take initiative, a small group, it consists of giving tasks for working in a large group, group team, doing written work and other methods, which are of special importance in increasing the effectiveness of educational and educational work. Taking this into account, we can say that. The interactive method brings many positive results in the process of distance learning of foreign languages. The use of interactive methods in the process of remote teaching of foreign languages activates the participation of learners, encourages them to achieve maximum results.

Interactivity also helps teachers introduce more complex material into the course. Interactivity can be combined with the simulation of the environment that learners should be familiar with during the educational process. For example, if the course involves the use of a computer program, the images on the screen should correspond to the images that should be depicted in the operation of the program. Students should be given the task of performing an action corresponding to one of the studied issues. For more complex topics related to this issue, a business process model can be used and the reader can be guided through it. Distance education is a form of education that is carried out with special tools of Internet technologies that imply interactivity, interaction between a teacher and a student is carried out at a distance, and it reflects computers that are suitable for the educational process.

From the definitions given above, it can be concluded that there is no single system for understanding the nature of distance education. However, at present, distance education in higher educational institutions is presented in the form of distance education technology, which is not supported by the legal framework. The main goal of using interactive methods in remote teaching of foreign languages is to involve students in the active learning process, help them develop knowledge and research skills. Interactive methods are based on the active relationship of the teacher and the student, complete understanding of each other. The main goal of introducing interactive methods into the educational process is to organize the cooperation of the teacher and the student in the lesson, regardless of the form of the lesson, wherever it is taught. The teacher should involve the students in

the problems related to the lesson, activate their actions and, as a result, teach the mastery.

The interactive method in distance education is becoming the most necessary method from today's point of view. For example, I express my opinion on a certain topic. I am interested in the attitude and opinion of others. In such a situation, it is interesting to exchange opinions through the network, not only from acquaintances, but also to know the opinion of another user, familiar or unfamiliar, through the Internet. A representative of a different nationality may express a different opinion. It is then possible to draw a general conclusion. The interactive method can serve to make the taught subject more understandable. A certain topic is selected accordingly. A simple example can be found in the thoughts expressed on this topic. [16]

Now let's talk about the disadvantages of distance education; - The first problem is that distance learning limits communication with people. Given that distance learning can involve participants in different regions (locations), most learners want more personal attention and interaction from tutors and fellow students than in traditional learning. they believe that they have opportunities.[19]

ANALYSIS AND RESULTS

Quality distance learning programs engage students with group projects and online discussions. In this, teachers answer students' questions in a timely manner and constantly evaluate their work, and students have more opportunities for interaction. Another problem is whether there will be accuracy in assessing the knowledge of students studying in distance education courses. You can use any bed from a distance. There are no restrictions for him. - One of the next problems is time. Learning time is not in your hands. You will have the opportunity to study at specially appointed times. - The problem with Gal is - it may be related to the technology you are using. For example, equipment breakdown or low internet speed can cause inconvenience to you. [11]

When using the interactive method in the educational system, the teacher invites the student to actively participate. In some cases, a student's reticence or shyness, reluctance to openly express his opinion can negatively affect the quality of education. This situation can certainly reduce the effectiveness of education. In order to avoid such situations and to eliminate such situations, the choice and implementation of a more interactive method in distance education, compared to other educational methods, helps to reach the intended goal

faster and more efficiently. When the lesson process is organized on an interactive basis, the student's mutual activity increases, the skills of cooperation and creativity are formed. [12]

Skills for working with the curriculum, program, textbook, standards, manuals, subject content are formed. Independent reading, working, mastering of educational content and text becomes daily personal work. The learner gets used to expressing his opinion freely, defending his opinion, being able to prove and confirm it. [13]

CONCLUSION

The learner develops the skills of communicating, expressing opinions, and exchanging ideas. Each student is able to think, work, and observe independently. In interactive lessons, the learner not only learns the educational content, but also develops his critical and logical thinking. Of course, the organization of interactive lessons has its own disadvantages.

The conclusion is that in such conditions, the teacher should have highly developed thinking skills, problem-solving skills, and the ability to solve problems in a timely manner.

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ADVANTAGES AND DISADVANTAGES OF LEARNING FOREIGN LANGUAGES ONLINE

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Abstract: *This article discusses the main approaches, the disadvantages and advantages of several methods of effective online learning of foreign languages, as well as opinions on the important role of some modern technologies in online language teaching.*

Keywords: *Foreign language, independent language online learning, the role of technology in education, disadvantages and advantages of online learning, project, interest, activity, interactive methods.*

Аннотация: *В данной статье рассматриваются основные подходы, недостатки и преимущества нескольких методов эффективного онлайн-изучения иностранных языков, а также мнения о важной роли некоторых современных технологий в онлайн-обучении языкам.*

Ключевые слова: *иностраный язык, самостоятельное языковое онлайн-обучение, роль технологий в образовании, недостатки и преимущества онлайн-обучения, проект, интерес, активность, интерактивные методы.*

Annotatsiya: *Ushbu maqolada asosiy yondashuvlar xorijiy tillarni samarali onlayn o'rganishning kamchiliklari va afzalliklarining bir qancha usullari, shuningdek, online til o'rgatishning ba'zi zamonaviy texnologiyalarning tutgan muhim o'rni to'g'risidagi fikrlar muhokama qilinadi.*

Kalit so'zlar: *Chet tili, mustaqil tilni online o'rganish, ta'limda texnologiyalarning tutgan o'rni, onlayn o'rganishning kamchiliklari va afzalliklari, loyiha, qiziqish, faoliyat, interfaol usullar.*

INTRODUCTION

Learning a foreign language online has become increasingly popular in recent years. Thanks to the internet and advancements in technology, it is now possible to take language courses online from the comfort of your own home. While there are certainly advantages to this approach, there are also some notable disadvantages that must be considered. In this article, we will explore the advantages and disadvantages of learning foreign languages online.

LITERATURE ANALYSIS AND METHODS

In the research process, some of the advantages and disadvantages of learning English online are approaches and methods, and internet resources were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis and synthesis, logic were used.

DISCUSSION AND RESULTS

Everyone who utters a word speaks a language, but if nobody understands a language someone speaks, then communication becomes very difficult no matter how much explaining is done. Languages are used globally, yet they vary from country to country. Although languages vary a lot, it's important to learn other languages to build understanding. Most students are taught foreign language during their time in high school. learning a new language has been taught in high school where more students start their couple of year first starting a new language that they may have never heard of before. Although foreign language may be difficult for high school students, it helps them get a job, gain opportunities, and provide a different perspective of the world. Everyone who utters a word speaks a language, but if nobody understands a language someone speaks, then communication becomes very difficult no

matter how much explaining is done. Languages are used globally, yet they vary from country to country. Although languages vary a lot, it's important to learn other languages to build understanding. Most students are taught foreign language during their time in high school. Learning a new language has been taught in high school where more students start their couple of year first starting a new language that they may have never heard of before. Although foreign language may be difficult for high school students, it helps them get a job, gain opportunities, and provide a different perspective of the world.

One of the primary advantages of learning foreign languages online is the convenience and flexibility it offers. Online language courses can be accessed from anywhere at any time, as long as you have an internet connection. This is particularly beneficial for people with busy schedules who cannot commit to attending regular classes at a set time.

Online language courses also offer flexibility in terms of pace. Students can learn at their own pace, without feeling pressured to keep up with the rest of the class. This allows them to spend more time on concepts that they find challenging and move quickly through material that they find easy.

Another advantage of learning foreign languages online is the access to a broader range of resources. Online language platforms often provide students with access to a vast library of learning materials, including videos, audio recordings, and interactive exercises. This type of multimedia content can be more engaging and effective than traditional textbooks.[13]

Moreover, online language courses can connect students with native speakers of the language they are learning. This can provide an opportunity for students to practice speaking with someone who can give them immediate feedback and help them improve their pronunciation and grammar. [19]

Online language courses are often more affordable than traditional classroom-based courses. This is because online language platforms do not have the same overhead costs associated with physical classrooms, such as rent, utilities, and maintenance. As a result, they are able to offer courses at a lower price. [21]

In addition, online language courses eliminate the need for students to commute to class, which can save them time and money. This

is particularly beneficial for students who live in rural areas or who do not have access to transportation.

Online language courses can be tailored to meet the individual needs of each student. Many online language platforms use algorithms to assess a student's proficiency level and then provide personalized learning recommendations based on their strengths and weaknesses. This ensures that students are studying material that is appropriate for their level of proficiency and that they are making progress in areas where they need improvement. [22]

Moreover, online language courses allow students to focus on the specific skills they want to develop. For example, a student who wants to improve their speaking skills can choose to focus on conversational exercises, while a student who wants to improve their writing skills can focus on grammar and composition exercises.

Learning a foreign language online requires the use of various digital tools, such as video conferencing software, interactive exercises, and online quizzes. By using these tools, students can improve their technical skills and become more comfortable with technology. This can be particularly beneficial for older adults who may not have grown up with technology and who may be hesitant to use it. [20]

Moreover, the use of technology in language learning can make the process more engaging and interactive. For example, interactive exercises that provide immediate feedback can be more effective than traditional workbook exercises.

Learning a foreign language online can also increase cultural awareness. Language and culture are closely intertwined, and by learning a foreign language, students can gain a deeper understanding of the language. One of the biggest disadvantages of learning a foreign language online is the lack of face-to-face interaction with a teacher or other students. This can be a major drawback for many people, as it can be difficult to learn a language without the guidance and feedback of a real-life teacher. In a traditional classroom setting, teachers can provide immediate feedback and personalized instruction, which can be invaluable when learning a new language. Additionally, interacting with other students in person can provide opportunities for practicing speaking and listening skills, which are crucial for becoming fluent in a new language.

Another disadvantage of learning a foreign language online is the lack of immersion. Immersion is a technique used by language teachers to help students become more proficient in the language they are learning. In an immersive environment, students are surrounded by the language they are learning, which helps them to pick up new words and phrases quickly and naturally. In an online learning environment, it can be difficult to create an immersive experience, as students are often learning in their own homes or other non-immersive environments. Online language courses also often lack the structure and rigor of traditional classroom courses. While many online courses offer a lot of flexibility in terms of when and where you can study, this can also lead to a lack of discipline and motivation. Without the structure of a traditional classroom setting, it can be easy to procrastinate or lose focus, which can ultimately hinder your progress in learning the language.

In addition to these disadvantages, there are also some technical issues that can arise when learning a foreign language online. For example, poor internet connections or technical glitches can disrupt lessons and make it difficult to communicate with teachers or other students. This can be frustrating and can also lead to a lack of progress in learning the language.

Another disadvantage of learning a foreign language online is the lack of cultural immersion. Language and culture are closely intertwined, and it can be difficult to fully understand the nuances of a language without also learning about the culture of the people who speak it. In a traditional classroom setting, students have the opportunity to interact with native speakers of the language they are learning, which can provide valuable insights into the culture and customs of the people who speak the language. In an online learning environment, it can be more difficult to gain this kind of cultural immersion. [13]

Finally, it is worth noting that online language courses can be expensive. While there are free and low-cost options available, many online language courses charge a fee for their services. This can make it difficult for some people to access high-quality language instruction, particularly those who are on a tight budget.

Overall, while there are certainly advantages to learning a foreign language online, there are also some significant disadvantages that should be considered. These include the lack of face-to-face interaction with teachers and other students, the difficulty of creating an immersive

environment, the lack of structure and rigor, technical issues, the lack of cultural immersion, and the cost of online language courses. Before deciding to pursue online language instruction, it is important to carefully consider these factors and determine whether this approach is the best fit for your learning style and needs.

CONCLUSIONS AND SUGGESTIONS

In conclusion, learning a foreign language online has both advantages and disadvantages. While online language courses offer flexibility, access to quality resources, personalization, and cost-effectiveness, they also have limitations in terms of interaction, feedback, technical issues, and motivation. Ultimately, the effectiveness of online language learning depends on the individual student's needs and learning style. It is important for students to carefully consider the advantages and disadvantages of online language courses before committing to them, and to choose a course that best suits their needs and learning preferences. With the growing importance of global communication and cooperation, it is more important than ever to equip students with the skills they need to communicate effectively with people from all over the world.

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MASOFAVIY TA'LIM TIZIMINING AFZALLIKLARI XUSUSIDA

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Annotatsiya: Maqolada bugungi kunda eng dolzarb masalalardan biri bo'lgan an'anaviy ta'lim tizimi bilan masofaviy ta'lim tizimi o'zaro chuqur tahlil qilingan. Masofaviy ta'lim tizimining afzallik tomonlari ilmiylik asosida tahlil qilingan.

Kalit so'zlar: An'anaviy, masofaviy o'qitish metodikasi, ilmiy yangiliklar, jadallashtirish, multimediya vositalari.

Аннотация: В статье проводится углубленный анализ взаимосвязи традиционной системы образования и системы дистанционного образования. На научной основе проанализированы преимущества системы дистанционного образования.

Ключевые слова: Традиционные, дистанционные методы обучения, научные инновации, ускорение, мультимедийные инструменты.

Annotation: The article provides an indepth analysis of the relationship between the traditional education system and the distance education system. The advantages of the distance education system are analyzed on a scientific basis.

Keywords: Traditional, distance learning methods, scientific innovation, acceleration, multimedia tools.

O'tgan asrlar bizning yangi boshlangan asrimizga ilm – fan va texnika soxasi bo'yicha ulkan yutuqlar va kashfiyotlarga asos solib berdi. Yangi asr boshlanishida ko'plab buyuk olimlar hamda tarihiy shaxslar

tomonidan yangi boshlanayotgan asr ilm – fan va texnika asri bo'lib qolishini e'tirof etilgan edi. Darhaqiqat ilm – fan rivoji tufayli hozirgi kunda internet tarmog'i dunyoning eng chekka va olis hududlarini ham zabt etib ulgurdi. Ilgari dunyoning bir chekkasidagi habar yoki ma'lumot jahonning boshqa hududidagi muassasa yoki shaxsga yetib borishi uchun oylar, yillar kerak bo'lgan bo'lsa, hozirda bunday ma'lumot yoki axborot sanoqli soniyalarda minglab, o'n minglab kilometr uzoqlikdagi hududga yoki shaxsga yetkazib berilmoqda. Dunyoda internet tarmog'ini kengayishi jahon ilm – fan va texnika taraqqiyotini tez rivojlanishiga emas, “shiddat” bilan rivojlanishiga ulkan xissa qo'shmoqda desak, hech qanday mubolag'asiz fikr yuritgan bo'lamiz.

Agar biz bundan 50 – 60 yillar oldingi ilm – fan taraqqiyoti bilan hozirgi kundagi ilm – fan taraqqiyotini taqqoslaydigan bo'lsak, qo'yidagi haqiqat ko'z oldimizda namoyon bo'ladi, ya'ni bundan 50 – 60 yillar oldin ilm – fan va texnika bilan qiziqqan insonlar bir yil mobaynida bir yoki ikkita ilm – fan soxasidagi yangiliklarni matbuot orqali o'qib habardoor bo'lar edilar. Bir so'z bilan aytganda insonlar, ya'ni bizlar yangilikni orqasidan “quvlab” yurar edik. Hozirgi kunda esa dunyoda sodir bo'layotgan yangiliklar insoniyatni “izlab” yuribdi. Yana shuni ta'kidlash kerakki, inson xotirasi inson o'zi kashf qilgan kompyuter xotirasidan ortda qolmoqda. Yuqoridagi fikrlarni hayotiyli, haqiqatga yaqinligi yana shundaki, dunyoda sodir bo'layotgan ilm – fan va texnika soxasidagi yangiliklar, sayyoramizda sodir bo'layotgan voqea va tafsilotlar internet tarmog'ida yoki har qanday zamonaviy kompyuter xotirasiga bemalol sig'ib “yashamoqda”. Biz insonlarning xotirasi esa kompyuter va internet tarmog'idan “aqliy yordam olishimizga to'g'ri kelmoqda. Boshqacha qilib aytganda shaxsiy yengil avtomobildan kundalik turmush tarzimizda qanchalik ko'p va unumli foydalanganimiz kabi internet tarmog'idan va kompyuter texnikasini mukammal o'rgangan xolda, ilm – fanga va ta'limga tadbiiq qilayotganimiz uchun uchun, u bizni xayotiy zaruriyatimizga aylanib bo'ldi. Shu o'rinda shuni alohida urg'ulash lozimki, “internet tarmog'i orqali chet tilni online tarzida tashkil etish yetarli samara bermaydi,” – degan shubxaga boruvchi mutaxassislar ham ba'zan uchrab turibdi. Bunday fikrga ular talabalarni yaxshi o'zlashtira olmaganlarini asos qilib ko'rsatadilar. Agar biz bu fikrga yuzaki yondoshadigan bo'lsak, ular haq bo'lib chiqadilar. Biroq talabalarining past o'zlashtirishi biz pedagoglarga uzoq yillar davomida an'anaga aylanib ulgurgan va hozirda ham an'anaviy ta'lim tizimimizda ham “yashab kelayotganligi” barchaga ma'lumligini esdan chiqarmasligimiz

kerak. Prezidentimiz Sh. M. Mirziyoyev “mamlakatimiz ta’lim – tarbiya tizimini yanada takomillashtirish, ilm – fan soxasi rivojini jadallashtirishga oid qo’shimcha chora – tadbirlar tog’risida” gi farmonni imzolashdan avval o’tkazgan selektor yig’ilishida ilm – fan va ta’lim tizimimizni rivoji uchun juda muhim bo’lgan fikrni olg’a surdi. “Jamiyatimizda deyarli barcha soxalar modernizatsiya qilinmoqda va modernizatsiyalash o’zining ijobiy samarasini bermoqda. Bu ijobiy samaradan kelib chiqqan xolda ta’lim tizimidagi xozirgi o’qitish metodikasini tubdan va yana tubdan o’zgartirishimiz kerak deb hisoblayman¹.”

Darhaqiqat Prezidentimiz to’g’ri ta’kidlaganidek ayni paytdagi ta’lim tizimimizdagi o’qitish metodikasini tubdan isloh qilish lozim bo’lib qolmoqda. “Nima uchun?” degan haqli savol paydo bo’ladi. Savolga qo’yidagicha javob berish mumkin. Bizning asrimiz axborot asri bo’lib qolayotganidan kelib chiqib, shuni aytish lozimki, bundan 30 – 40 yillar oldingi o’quvchi va talabalar hozirgi yoshlar kabi informatsiyaga ko’ilmagan edilar. Hozirgi kun o’quvchi va talabalari esa o’rganishi lozim bo’lgan ilm – fandan tashhqari behisob informatsiyalarni qabul qilishiga va uni qayta ishlashga majbur bo’lib qolmoqda. Hozirgi kun o’qitish metodikasi bo’yicha o’qituvchi jon kuydirib dars o’tishiga o’quvchi va talabalarga bilim berishga harakat qilaveradi, bilim olishi kerak bo’lgan yoshlar esa dars jarayonida xotirasidagi eski va yangi informatsiyalarni qayta va yana qayta ishlash bilan band bo’laveradi. Buning natijasida esa o’zlashtirish yomonlasha boshlaydi. Oqibatda o’qituvchi ham, bilim oluvchilar ham ko’zlagan natijalarga erisha olmaydi. Demak ta’lim tizimidagi o’qitish metodikasini o’zgartirishni hayot, davr taqazo qilyapti.

Rivojlangan mamlakatlar ta’lim soxasidagi kuzatishlar bizga shuni oydinlashtirmoqdaki, ulardagi o’qitish metodikasi bizga qaraganda boshqacharoq tashkil etilgan. Bu fikrni Germaniya ta’lim tizimida o’rganadigan bo’lsak, nemis pedagoglari bilim oluvchiga “bilim berish emas, balki bilim berish yo’lini o’rgataylik” printsipiga amal qilgan xolda mustaqil ta’limga juda katta e’tibor qaratmoqdalar. Shuningdek, boshqa rivojlangan davlatlar hozirgacha bo’lgan ta’lim tizimida o’ziga xos bo’lgan tomonlarni ko’rish mumkin. [1]

Respublikamizda pandemiya boshlanishi munosabati bilan o’rnatilgan karaantin chora – tadbirlari an’anaviy ta’lim tizimiga ham o’z

1. ¹Sh. M. Mirziyoyev, “Mamlakatimiz ta’lim – tarbiya tizimini yanada takomillashtirish ilm – fan rivojini yanada rivojlantirishga oid qo’shimcha chora – tadbirlar to’g’risida” gi farmonni qabul qilinishidan oldingi selektor yig’ilishifagi nutqi.

ta'sirini ancha muddatga o'tkaza oldi. An'anaviy ta'lim tizimini to'htalishi masofaviy ta'limni tashkillashga turtki bo'ldi. Rivojlangan davlatlar ta'lim tizimida muvaffaqiyatli ommalashib kelayotgan masofaviy ta'lim tizimi bizning mamlakatimizda ham ma'lum muddat amaliyotga tadbiq etildi. [3]

Oliy va halq ta'limi tizimida masofaviy ta'lim tizimini joriy etilishi bu ta'limni an'anaviy ta'limga nisbatan quyidagi muvaffaqiyatli tomonlari mavjud ekanligini ko'rsatdi. [5]

- Masofaviy ta'limda chet tilini o'rganuvchi mavzularni va topshiriqlarni o'zining bo'sh vaqtiga qarab o'zlashtirib borishi;
- Masofaviy ta'limda har bir til o'rganuvchining o'z dars jadvaliga ega bo'lishi;
- Til o'rganuvchilar uchun o'z shaxsiy xonadoni, ish joyi, internet kafe va boshqa joylar va xatto mexmonxonalar o'quv auditoriyasi bo'la olishi imkoniyatini paydo bo'lishi;
- Til o'rganish jarayonida o'qituvchi va til o'rganuvchi o'ratsidagi masofa ahamiyatining yo'qolishi;
- Til o'rganish jarayonida kompyuterning ma'lumotlar bazasidan til o'rganuvchilarga juda katta imkoniyatlarni paydo bo'lishi;
- Til o'rganish jarayoni uchun vaqt imkoniyatini ko'payishi;
- Til o'rganuvchi til o'rganish uchun o'zi uchun dars jadvalini o'zgartira olishi;
- Chet tilni o'rganish jarayonida multimediya vositalaridan foydalana olish imkoniyatini ko'payishi;
- Ish jarayonida (ishdan ajralmagan xolda ham) chet tilni o'rganish bilan shug'ullanish imkoniyatini til o'rganuvchining o'zi yaratib olishi;
- Masofaviy ta'lim tizimida til o'rganuvchilar auditoriyasini doimo kattalashib (auditoriya muammosi) bora olish imkoniyatini yuzaga chiqishi;
- Masofaviy ta'limni til o'rganuvchilar uchun iqtisodiy naf keltirishi;
- Masofaviy ta'limda til o'rganuvchilar uchun yoshga nisbatan cheklov o'z kuchini yo'qotishi;
- Masofaviy ta'limda jismoniy imkoniyati cheklangan shaxslar ham bema'lol ishtirok eta olishi;

- Masofaviy ta'lim tizimida til o'rganuvchi til o'rganishga bo'lgan qobiliyatiga ko'ra bir yo'la ikki tilni bir vaqtni o'zida o'rganish imkoniyatini paydo bo'lishi;
- Masofaviy ta'lim tizimi ta'lim beruvchi va ta'lim oluvchi o'rtasida yuzaga kelishi mumkin bo'lgan ziddiyatlarni cheklay olishi;
- Masofaviy ta'limda til o'rgatuvchilar uchun elektron kutubxona va audio – video materiallarga bo'lgan ehtiyojini oshib borishi;
- Masofaviy ta'limda o'qituvchi faoliyatini an'anaviy ta'limdagi dars jarayonini tashkillash va olib borishga nisbatan birmuncha yengillashishi;
- Masofaviy ta'limda til o'rganuvchilarning tarbiyasiga nisbatan ta'lim olishiga keng e'tibor qaratilishi;
- Masofaviy ta'lim tizimida til o'rganuvchidan an'anaviy ta'lim tizimidagi turli xil cheklovlarni (turish, o'tirish, so'shlashmaslik, telefonda muloqat qilmaslik, o'qituvchini ruxsatisiz faoliyat yurgizmaslik va boshqalar) o'z – o'zidan yo'qolishi;
- Yuqoridagi cheklovlar til o'rganuvchida o'zini erkin xis qilishi imkoniyatini yuzaga kelishi esa til o'rganuvchi bartaraf qilishi lozim bo'lgan til to'sig'I muammosini osonlashtiradi;
- Masofaviy ta'lim tizimida ildiz otib borayotgan korruptsion xolatlarni barham topishi;

Masofaviy ta'lim tizimi yurtimizda va butun dunyoda xozirgi kunda xukmron

bo'lib turgan pandemiya talablariga to'la – to'kis javob bera olishi bilan an'anaviy ta'lim tizimidan ustunlik qila oladi.

Yuqorida sanab o'tilgan yutuqlar bilan birgalikda masofaviy ta'limda ham ayrim hal etilishi lozim bo'lgan muammolar yuzaga chiqishi mumkin:

- Chet tilni o'zlashtirayotganganlarni til bilimlarini mukammal nazorat qila olmaslik. Buning uchun nazorat qilishning ijobiy mehanizmini ishlab chiqish davr taqozosi bo'lib qolmoqda. Xozirgi kunda online ta'lim tizimida faoliyat olib borayotgan oliy ta'lim muassasalarida talabalarning bilimlarini nazorat qilish talab darajasida emas;

- Masofaviy ta'limni rivoji, taraqqiysi internet tizimini barqaror ishlashiga bog'liqligini har bir rahbar xodim vijdonan xis qilishi;
- Online ta'lim tizimida barcha ta'lim oluvchilarning kompyuter savodxonligi bir xil emasligi;
- An'anaviy ta'lim tizimidagi ayrim o'quv – qurollari o'rniga yangi “o'quv texnikasi” (kompyuter texnikasi, turli xil asbob – uskunalar, MB lar) bilan ta'minlanish darajasini pastligi;

Bu yuzaga chiqishi mumkin bo'lgan muammolarni bartaraf etish imkoniyatlari mavjud. Jumladan talabalar platformadagi o'zlashtirishlarini nazorat qilish uchun o'qituvchiga ko'proq ma'suliyat yuklash kerak bo'ladi. Til o'rganuvchilarni kompyuter savodxonligini yaxshilash muammosi til o'rganuvchilarni hayotiy zaruriyatiga aylanishi muqarrar. Bu muammoni hayotiy zaruriyat ekanligini tushunib yetgan til o'rganuvchi uni o'zi bartaraf qila oladi. Internet va yangi o'quv texnikalari bilan bog'liq muammolar rahbar xodimlarimizga taalluqli bo'lib, ular tomonidan bunday muammolarni ijobiy yechim topishi respublikamizda masofaviy ta'limni muvaffaqiyatli rivojlanishiga salmoqli turtki bo'ladi. [6]

Xulosa o'rnida shuni ta'kidlash kerakki, respublikamizda masofaviy ta'limni rivojlantirish halq ta'limi va oliy ta'lim tizimidagi chet tillarni o'rgatishga doir muammolarni bartaraf etishda hozirgi amalda qo'llanayotgan an'anaviy ta'lim tizimi bilan quyidagi ustuvor tomonlari bilan raqobatlasha oladi:

- Ta'limda iqtisodiy tejamkorlikka erishish;
- Til o'rganuvchilar uchun ko'plab qulayliklarni yuzaga kelishi;
- O'qituvchi mehnat faoliyatini ma'lum darajada yengillashishi;
- Til o'rganuvchilarda mustaqil fikrlash va mustaqil ishlay olish ko'nikmalarini an'anaviy ta'limga nisbatan juda yaxshilanishi;
- Til o'rganuvchilarni axborot resurs markaziga nisbatan elektron kutubxonani imkoniyatlari keng ekanligi to'g'risidagi tushuncha paydo bo'lishi;
- Masofaviy ta'lim tizimi hech qachon korrupsiya bilan kelisha olmasligi;

Demak, masofaviy ta'lim an'anaviy ta'lim bilan bimalol raqobatlasha oladi. Respublikamizda ta'lim tizimini rivojlantirish va

takomillashtirish taraqqiy etgan davlatlar ta'lim tizimi bilan respublikamiz ta'lim tizimini raqobatlasha olish imkoniyatlarini kengaytiradi.

Foydalanilgan adabiyotlar

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E-BOOKS TECHNOLOGY AND ITS USAGE IN DISTANCE EDUCATION

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Annotation: *This article explores the role and importance of e-textbooks in improving the quality of education in elementary school. It also recommended the shortcomings and problems that we currently facing and necessary actions to be taken.*

Key words and expressions: *e-textbooks, components, tendency, textbook, interactivity, didactic study, primary school, lesson process, animation*

Annotatsiya: *Maqola Ingliz tili darslari samaradorligini oshirishda multimediyali elektron darsliklardan foydalanish tizimini rivojlantirishga bag'ishlanadi. Shuningdek elektron darslik tuzulishi, ulardan samarali foydalanish usullariga alohida to'xtalib o'tiladi.*

Kalit so'zlar: *elektron darslik, boshlang'ich sinflar, didaktik ta'lim animatsiyalar, interfaol, component, raqamli, samara, dars jarayoni.*

Аннотация: *Статья посвящена разработке системы использования электронных учебников с мультимедиа для повышения эффективности уроков Английского языка. И также главное внимания предназначены разработке электронных учебников и способам их эффективного использования.*

Ключевые слова: *мультимедиа, электронных учебники, в эффективность дидактика, интерактивный.*

Introduction:

There is a growing interest in converting paper books to bytes ([Carvajal 1999](#)) as well as writing new titles in digital form. This in turn has resulted in a collection of hybrid definitions of e-books. Initially, paper books that had been converted to a digital format, usually through digitizing processes which allow them to be displayed on computers, were defined as e-books.²

Methods:

² Norshuhada Shiratuddin,* Monica Landoni, Forbes Gibb and Shahizan Hassan**

E-books have potential in enhancing distance education. In particular, e-books are able to enhance the interaction between educators and students when dealing with teaching and learning materials. To demonstrate this idea, we used a remote testing approach and asked a group of students (representative users) who had no prior e-book reading and building experience to submit assignments (typical students tasks) in LIT format. Remote testing is used when researchers are separated in space and/or time from the participants. This means that the researchers cannot observe the testing process directly and that the participants are usually not in a formal usability laboratory. On completion of the tasks, the participants were asked to describe their experiences in written form.

A quick multimedia definition is any electronic application used to teach lessons or to further educate students on a particular topic. It is a presentation of material that uses both words and pictures in a combination of text, voice, picture or video. Using interactive digital tools to tell a story is called digital storytelling and often uses a combination of multimedia venues to complete the project. The use of multimedia in the classroom allows educational ideas and material to be presented in a more artistic, inspired and engaging way.

Furthermore, the ability to provide feedback tailored to the needs of students distinguishes the interactive multimedia from any other media without a human presence. However, many aspects need to be taken into account when using multimedia in education. Even though multimedia is offered worldwide, access to learning materials and computing equipment differs from country to country. The use of multimedia by students needs to be supported by very skilled teachers. They must guide students through the learning process and provide them with appropriate and effective learning strategies. Like the use of textbooks, the use of educational multimedia fosters teaching strategies, where the teachers role is not just that of information provider but the one of guide, supporter and facilitator.

Different types of conceptions of learning with multimedia become apparent (van den Brink et al., 2000): conceptions of learning with multimedia range from a quantitative view of learning to a qualitative one. This implies that pupils' conceptions of learning with multimedia seem to be based in general conceptions of learning. Some pupils can see multimedia as a way of acquiring more knowledge.

Results:

Educational classrooms use multimedia formats from various media. Text and graphics include slideshows, presentations, diagrams and info graphics. Audio includes podcasts and recordings. Screen captures, lecture captures and animation are examples of video components of multimedia. Other multimedia components include blogs, logs, webinars and other interactive content. [7]

Multimedia can be viewed as a learning tool and a means of communication. Within learning situations, multimedia products and online services can be used creatively. The task instructions were delivered with a set of lecture notes, which was also in LIT format. Students were instructed to download Microsoft Reader into their personal computers and read the lecture notes containing information on how to use Microsoft Reader, the assignments, how to build an e-book from their completed assignments and how to submit it to the lecturer. They were also asked to treat the notes as if they were reading a printed version. [16]

Discussion.

The completed assignments were read and marked by the lecturer using Microsoft Reader as well. The annotating, drawing and highlighting features in the reader were used extensively by the lecturer. Marked assignments containing the lecturer's annotations and comments were sent back to the students. At the end of the experiment, their experiences were noted, paying particular attention to positive and negative comments. [17]

Multimedia is very helpful and fruitful in education due to its characteristics of interactivity, flexibility, and the integration of different media that can support learning, take into account individual differences among learners and increase their motivation. The provision of interaction is the biggest advantage of the digital media in comparison with other media. It refers to the process of providing information and response. [13]

Conclusions:

Recent developments in e-book technology have been described and the results reported. The primary purpose of the experiments was to investigate the potential for using e-books in developing distance education. The findings also show that students are interested in using e-book technology. It is suggested that more studies using larger samples should be directed at exploring the potential, effect and impact of e-books in distance education. [7] It is commonly known that one of the easily accessed multimedia technologies are electronic books (e-books). This study identifies the implementation of multimedia technology

implementation in forms of e-books to promote digital learning. The results showed despite the existence of several other options, e-books are still preferable due to its accessibility and usability. It has also been implied that e-books are relevant in both industrial and educational fields. [18]

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DISTANCE LEARNING ISSUES FOR NON-LINGUISTIC UNIVERSITIES IN TEACHING FOREIGN LANGUAGES

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Annotation: In the article problems of distance learning education while teaching foreign languages at the non-linguistic higher school are

presented. The researcher conducts a detailed analysis of problems while teaching English to a modern student in a group. A number of problems are presented, the solution of which is the attraction of distance learning using digital technologies. The author pays special attention to the correctness of the organization of the distance learning process itself, notes the merits of such training.

Key words: remote education, case technology, teleconference, e-mail, types of speech activity, chats.

Annotatsiya: Maqolada nolingvistik oliy o'quv yurtlarida chet tillarini o'qitishda masofaviy ta'lim muammolari keltirilgan. Tadqiqotchi guruhda zamonaviy talabalarga ingliz tilini o'rgatishdagi muammolarni batafsil tahlil qilgan. Shu bilan bir qatorda raqamli texnologiyalardan foydalangan holda masofaviy ta'limni jalb qilishda bir qator muammolar taqdim etgan. Muallif masofaviy o'qitish jarayonini to'g'ri tashkil etishga alohida e'tibor bergan hamda bunday o'qitishning afzalliklarini keltirib o'tgan.

Kalit so'zlar: masofaviy ta'lim, keys texnologiyasi, telekonferentsiya, elektron pochta, nutq faoliyati turlari, chatlar.

Аннотация: В статье представлены проблемы дистанционного обучения при обучении иностранным языкам в неязыковом вузе. Исследователь проводит подробный анализ проблем при обучении английскому языку современного студента в группе. Представлен ряд проблем, решением которых является привлечение дистанционного обучения с использованием цифровых технологий. Особое внимание автор уделяет правильности организации самого процесса дистанционного обучения, отмечает достоинства такого обучения.

Ключевые слова: дистанционное обучение, кейс-технология, телеконференция, электронная почта, виды речевой деятельности, чаты.

Introduction

The global development of the technological level and knowledge of various fields of activity had a direct impact on the formation of the modern educational sphere. With the help of traditional forms of the educational environment, it is impossible to meet the current needs of modern students in knowledge.

Many students working and studying at the same time do not have enough time for a qualitative study of the necessary materials, there is no

opportunity to attend lectures and seminars, read additional literature and prepare for exams in a timely manner.

Also, one of the serious problems in teaching students in a group (which is typical for all universities) is the inability of individual students to master new educational materials in the presence of strangers. As reasons, one can cite a number of psychological and personal qualities, embarrassment and fear of seeming incapable, or seeming stupid, undeveloped ability to perceive material at a fast pace. Such students make great efforts to perceive and assimilate the material, especially in the classroom [1].

Methods of solution or/and results

The solution to this situation is the implementation of an individual approach, that is, these students need to allocate some of the time in foreign language lessons so that the teacher works with students individually. At the same time, it should be taken into account that the implementation of individual work cannot be carried out to the detriment of other students who master the materials more rapidly. To solve this series of problems in modern pedagogy, the possibilities of information technologies are used, namely distance learning. The essence of distance learning is the possibility of learning at a distance, in conditions where teachers and students are separated by space.

However, the actual problem is the correct organization of the process of distance learning. Since distance learning is a relatively new method in most Russian universities, the process of organizing and building the educational process is a real test of the level of knowledge and competence of teachers in teaching foreign languages. Difficulties arise because it is necessary not only to correctly present the material in foreign languages, but also to make sure how deeply students learn the material. [18]

The advantages of distance learning include:

- opportunities for students to independently choose the time to study the materials;
- incentive to develop independence and self-discipline;
- a high level of convenience in teaching students burdened with family and work;
- a condition for the "mobility" of the learning process, since the materials are available anywhere on any electronic devices. In the distance

learning system, a number of main ways of transmitting information can be distinguished using:

- multimedia textbooks, manuals;
- computer and Internet;
- radio and television;
- communication between teacher and student. [15]

The leading component in teaching foreign languages at a university is not the basics of science, but activities such as speaking, listening, reading, writing. In the course of distance learning of foreign languages, the work of students should be organized in such a way that they autonomously perform all possible activities when supervising a tutor. During distance learning to read, each student must read and practice this activity on their own. In the case when the purpose of training is to study the rules of reading, the content of the educational guide (printed or electronic form) should include the rules for reading letters and letter combinations, exercises on the application of these rules when reading individual words, sentences. To date, there are a number of programs that can determine the correctness of readable words by ear. [16]

When the goal of training is to teach comprehension skills when reading foreign literature, it is necessary to think through various options for controlling the level of understanding. As a means of control, it is possible to use testing, questions, retelling and many other tasks. In the course of distance learning to read, students must comply with the requirements of the manual developed in advance by teachers, keep diaries that will reflect the work done on the texts, questions for the teacher, answers to the questions of the manual, and the performance of control tasks [12].

When implementing distance learning of foreign languages, you can use case technology and network technology, teleconferences to organize communication with the teacher, or to ensure the process of communication between students, e-mail, various chats or an electronic bulletin board can also be used.

When teaching listening, along with the use of audio, video recordings are also used, containing a number of extralinguistic and contextual keys to understanding, as well as showing some visual elements important for understanding. [9] The ability to stop and re-listen or view the material has a positive effect, which allows students to process sounds and images, better understand audio materials. Computers in multimedia configurations play an important role in teaching listening

comprehension of foreign languages in distance learning. In distance learning, speaking and writing are taught through the implementation of communication between the student, the group and the teacher. The implementation of learning to write is carried out through e-mail, chats, synchronous communication. Teaching speaking in distance learning is possible only through teleconferences [4, p. 82]. Carrying out communication processes, students use all types of activities: [7]

- understanding of foreign texts and writing skills (communicate through written language);
- listening and speaking skills (communicate by speaking). Also important aspects of training are:
 - The study of vocabulary, which is carried out with the help of electronic textbooks, applications to them, developed exercises and tasks for self-control and control. All processes are supervised by a tutor. This aspect of teaching foreign languages should be implemented using case technologies and network technologies. [6]
 - Grammar teaching should be carried out by providing students with access to various dictionaries, textbooks, grammar guides, as well as to constantly supplementing sources of didactic language information. In this aspect, it is also appropriate to use case technologies and network technologies. When discussing the grammatical phenomena of foreign languages, it is possible to use all means of communication in the communication of students and teachers.[5]
 - Learning phonetics is carried out in stages. At the stage of mastering the theoretical stage, brief theoretical information is assimilated. At the practical stage, they work out pronunciation, intonation, speech speed. [4] To date, technologies have been developed that allow teaching phonetics in distance education. However, the most fruitful teaching of practical phonetics is carried out in the course of direct communication between the student and the teacher, in the presence of feedback that provides the opportunity to hear the student's pronunciation and correct it. This process is possible on TV and audio conferences on-line [3].

Conclusion

In conclusion, I would like to note that the competent development of the didactic and technical side of distance learning of foreign languages in universities, regular and professional support of students, their high motivation and the availability of the necessary number of technical teaching aids, [2] as well as electronic educational resources, will make distance learning of foreign languages a competitive form. learning. Since

distance learning has every opportunity to teach students all types of speech activity, as well as to form communicative competence, which is the main goal of teaching foreign languages. [20] It is obvious that the rational use of modern information technologies really opens up completely new opportunities in the field of higher education.[1]

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**MASOFAVIY O'QITISH – PEDAGOGIK
TEKNOLOGIYALARINING BIR KO'RINISHI SIFATIDA**

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Annotatsiya: Mazkur maqolada oliy ta'lim tizimidagi talaba yoshlarni masofadan o'qitishning dolzarb muammolarini bartaraf etishdagi ilmiy, amaliy, metodik ishlarni tashkil etish masalalariga ilmiy-nazariy jihatdan yondashilgan. Shuningdek maqolada, talabalar bilan hamkorlikda ma'sofadan ishlashni tashkil etishning samarali mazmuni va yaxlit mexanizmini ishlab chiqish muhimligi yuzasidan pedagogik ahamiyat kasb etadigan metodik tavsiyalar atroflicha tahlil qilingan.

Kalit so'zlar: talaba, ma'sofaviy ta'lim, o'qitish texnologiyalari, oliy ta'lim, pedagogik jarayon, ta'lim, tarbiya.

Аннотация: В данной статье с научно-теоретической точки зрения рассматриваются вопросы организации научной, практической, методической работы по устранению актуальных проблем дистанционного обучения студентов в системе высшего образования. Также в статье подробно анализирующая методические рекомендации педагогического значения относительно важности разработки эффективного содержания и целостного механизма организации дистанционной работы во взаимодействии со студентами.

Ключевые слова: студент, дистанционное обучение, технологии обучения, высшее образование, педагогический процесс, обучение, воспитание.

Abstract: In this article, from a scientific and theoretical point of view, the issues of organizing scientific, practical, methodological work eliminate actual problems of distance learning for students in the system of higher education are considered. The article also analyzes in detail methodological recommendations of pedagogical significance regarding to importance of developing effective content and a holistic mechanism for organizing distance work in cooperation with students.

Key words: student, distance learning, learning technologies, higher education, pedagogical process, teaching, education.

Xozirgi jadallashib borayotgan davr-o'qitish texnologiyalarini takomillashtirishga extiyojlikni talab etmoqda. Har bir ko'rsatib o'tilgan ta'lim texnologiyalari:

Birinchi, o'quv mashg'ulotlarini o'tkazish sharoitlari, pedagogik maqsadlari, vazifalari va kutilayotgan o'quv natijalari, o'quv mashg'ulotining rejasi, o'qitish usullari va vositalari to'g'risidagi axborot materialiga ega bo'ladi.

Ikkinchi, bu o'quv mashg'ulotining texnologik xaritasi bo'lib, unda o'quv mashg'ulotida qo'yilgan maqsadlarga erishish bo'yicha ta'lim beruvchi va ta'lim oluvchining hamkorlikdagi bosqichma-bosqich faoliyati bayon etilgan bo'ladi. Barcha axborotlar maksimal darajada umumlashtirilgan va tartibga solingan bo'ladi. Axborotlar lo'nda shaklda bayon etilgan, qabul qilish va eslab qolish uchun qulay shaklda, ya'ni jadvallar va chizmalar ko'rinishida taqdim etiladi.

Ilg'or pedagogik texnologiyalar quyidagi o'qitishning interaktiv usullaridan foydalanishni ko'zda tutadi:

ma'ruza-disputlar, seminar-disputlar, ishbilarmonlik o'yinlari, iqtisodiy debatlar, keys-stadilarni yechish.

Ushbu interaktiv usullar ta'lim oluvchilarning ijodiy faolligini rivojlantiradi, o'rganilayotgan muammolar va masalalarni chuqurroq o'rganishga undaydi va shu orqali ularni faol bilish faoliyatiga jalb qiladi. Zamonaviy ta'limni rivojlantirishning istiqbolli yo'nalishlaridan biri bo'lib, axborot texnologiyalari g'oyalari va ilg'or pedagogik g'oyalar va yondashuvlarning bir- biriga kirib borishi hisoblanadi.

Zamonaviy pedagogik kontseptsiyalarda ta'lim berish faqatgina o'qituvchidan-o'quvchiga bilimlarni berish jarayoni sifatida qaralmaydi. Ta'lim berishni zarur bo'lgan mahorat va ko'nikmalarni ishlab chiqish jarayoni sifatida qarash ham uncha to'g'ri bo'lmaydi. Yangi axborot texnologiyalari vositalari ta'lim oluvchilarni turli xil zamonaviy o'qitish vositalari bilan ta'minlaydi. An'anaviy o'quv qo'llanmalari va konspektlardan tashqari ta'lim oluvchilarga zamonaviy o'qitish vositalari ham taklif etiladi. Yuqorida sanab o'tilgan vositalar so'zsiz ta'lim sifatini oshiradi, o'quv materialini o'rganish va o'zlashtirishni tezlashtiradi.

Ushbu holat masofaviy o'qitish kurslarini ishlab chiquvchilarning e'tiborini jamlashni talab qiladi. Bunday o'qitish vositalarini ishlab

chiqish uzoq mehnat talab muddatli jarayondir. Masofadan o'qitishni qulayligi undan barcha aholi qatlamlari foydalanishi mumkin.

Zamonaviy o'qitish vositalarini yaratishda ta'limning samaradorligini oshirish manbalari yotadi. Masofaviy o'qitish pedagogik texnologiyalarning bir ko'rinishi sifatida ta'lim kurslarida qo'llaniladigan oddiy darajadagi pedagogik yondashuvlar qatoriga yengil joylashib oladi.[13]

Masofaviy rejimda o'qitishga matnli axborotlarnigina emas, balki videomateriallarni ham jo'natish mumkin. Bundan tashqari ta'lim oluvchilarning o'quv materialini o'zlashtirganlik darajasini testlar tizimi va nazorat savollari orqali oson nazorat qilish mumkin. Bu maqsadlar uchun kompyuterda testdan o'tkazish va natijalarni qayta ishlash tizimlaridan foydalanish mumkin. Bir vaqtning o'zida masofaviy o'qitish elementlaridan ta'lim oluvchilarning ijodiy qobiliyatlarini rivojlantirishga yo'naltirilgan o'qitishning innovatsion shakllaridan ham foydalanish samaralidir.[12]

Masofaviy o'qitish - o'z mohiyatiga ko'ra individuallashtirilgan bo'lib, faqatgina o'qituvchi bilan emas, balki turli xil bilishga qaratilgan ijodiy faoliyat bo'yicha boshqa hamkorlar bilan kommunikatsiya o'rnatish imkonini ham ko'zda tutadi. Masofaviy o'qitishda sotsializatsiya o'ta muhim hisoblanadi. Masofaviy o'qitishda jamoa bo'lib ishlash va loyiha usullari keng qo'llanilmoqda. Ushbu metodlar jamoa shaklidagi faoliyatni rivojlantirish, ta'lim oluvchilarning ijodiy faolligini oshirish, shaxs va jamoaning ijodiy qobiliyatlarini faollashtirishga yo'naltirilgan bo'ladi. [11]

Loyihalar metodi - ta'limning kompleks metodi bo'lib, o'quv jarayonini ta'lim oluvchilarning manfaatlaridan kelib chiqib tashkil etish imkonini beradi hamda o'quvchilarga o'zlarining o'quv-bilim olish faoliyatini rejalashtirish, tashkil etish va nazorat qilishda o'z mustaqilligini namoyon qilishga imkon beradi. Bunday faoliyatning natijasi bo'lib u yoki bu mahsulot yoki hodisani yaratish hisoblanadi. Bajarilgan loyihalarni natijalarini aniq bo'lishi, ya'ni agar bu nazariy muammo bo'lsa uning aniq yechimi, agar amaliy muammo bo'lsa tatbiq etish uchun tayyor bo'lgan aniq natija bo'lishi lozim. Loyihalar metodi asosida o'quvchilarning bilish, ijodiy mafaatlarini rivojlantirish, o'z bilimlarini mustaqil tashkil etish, axborot kengligida yo'nalish olish ko'nikmalari va tanqidiy fikrlashni rivojlantirish yotadi. Ushbu metod hamkorlikda o'qitish, muammoli va tadqiqot metodi asosida o'qitish bilan uyg'unlashgan bo'ladi

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UDK 30 428

USING VIKS AND BLOGS IN ONLINE LEARNING FOREIGN LANGUAGES

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NamMQI "Chet tillar" kafedrasi
stajyor o'qituvchisi

ANNOTATION: Rapidly developing information and communication technology has an increasing effect on the field of English language teaching. In this context wikis and blogs offer teachers and learners various forms of collaboration and cooperation, which have long been recognized as the ingredients of effective pedagogy. The aim of this study is to investigate the learners' perceptions of using these collaborative and cooperative tools for foreign language learning. The participants of the study, 44 non-English major first-grade undergraduate students, used wikis and blogs in a blended course design in their one semester compulsory English language education. The data were collected through a questionnaire with 44 participants and interviews with 15 participants. The results indicate that wikis and blogs raise some concerns along with the various advantages they provide. Replications of the study with students of different educational backgrounds and age levels in various contexts are likely to contribute to the field.

Key words: Most blogs, publicly accessible, wiki, social software, collaborative

ANNOTATSIYA: Tez rivojlanayotgan axborot-kommunikatsiya texnologiyalari ingliz tilini o'qitish sohasiga ta'sirini kuchaytirmoqda. Shu nuqtai nazardan, wiki va bloglar o'qituvchilar va o'quvchilarga samarali pedagogikaning tarkibiy qismlari sifatida uzoq vaqtdan beri e'tirof etilgan hamkorlik va hamkorlikning turli shakllarini taklif qiladi. Ushbu tadqiqotning maqsadi o'quvchilarning chet tilini o'rganish uchun ushbu hamkorlik va hamkorlik vositalaridan foydalanish haqidagi tasavvurlarini o'rganishdir. Tadqiqot ishtirokchilari, 44 nafar ingliz tili bo'lmagan asosiy birinchi sinf bakalavriat talabalari o'zlarining bir semestrda majburiy ingliz tili ta'limida aralash kurs dizaynida wiki va bloglardan foydalanganlar. Ma'lumotlar 44 ishtirokchi bilan so'rovnoma va 15 ishtirokchi bilan suhbat orqali to'plangan. Natijalar shuni ko'rsatadiki, vikilar va bloglar ular taqdim etgan turli afzalliklar bilan bir qatorda ba'zi tashvishlarni keltirib chiqaradi. Tadqiqotning turli xil kontekstlarda turli xil ta'lim darajasi va yoshdagi talabalar bilan takrorlanishi bu sohaga hissa qo'shishi mumkin

Kalit so'zlar: Ko'pchilik bloglar, hammaga ochiq, wiki, ijtimoiy dasturiy ta'minot, hamkorlik

АННОТАЦИЯ: Быстро развивающиеся информационные и коммуникационные технологии оказывают все большее влияние на преподавание английского языка. В этом контексте вики и блоги предлагают учителям и учащимся различные формы сотрудничества и сотрудничества, которые уже давно признаны составляющими эффективной педагогики. Целью данного исследования является изучение восприятия учащимися использования этих совместных и совместных инструментов для изучения иностранного языка. Участники исследования, 44 студента первого курса бакалавриата, не владеющие английским языком, использовали вики-сайты и блоги в комбинированном дизайне курса в своем одно семестровом обязательном обучении английскому языку. Данные были собраны с помощью анкетирования 44 участников и интервью с 15 участниками. Результаты показывают, что вики и блоги вызывают некоторые опасения наряду с различными преимуществами, которые они предоставляют. Повторение исследования со студентами разного уровня образования и возраста в различных контекстах, вероятно, внесет свой вклад в эту область.

Ключевые слова: большинство блогов, общедоступные, вики, социальное ПО, совместная работа.

First of all, how is a wiki different from a blog? A blog is essentially an online journal or diary, usually written by one person, which is added to regularly. Most blogs allow visitors to add comments, which are then visible to the blog owner and also to subsequent visitors who can in turn comment further. A wiki, on the other hand, is like a public website, or public web page, started by one person, but which subsequent visitors can add to, delete or change as they wish. Instead of being a static web page or website like a blog, a wiki is more dynamic, and can have multiple authors. A wiki is like having a publicly accessible word processing document available online, which anyone can edit.

Essentially a wiki is not linear, like a blog. A blog consists of a number of postings, which are published on one web page, in reverse chronological order with the most recent posting at the top. A wiki has a non-linear structure, and pages may link back and forwards to other pages. One of the best-known wikis is Wikipedia (www.wikipedia.org), an online encyclopedia that anyone can add to or edit. Wikipedia demonstrates several aspects of social software: it is collaborative and grassroots displays multiple authorship and is not 'owned' by anyone. Its accuracy is a matter of debate. However, one analysis compares its overall accuracy favorably to that of Encyclopedia Britannica. The screenshot below shows the entry in Wikipedia for the word A wiki lends itself especially well to collaborative writing. The mechanics of using a wiki are relatively simple: learners can add new pages to a wiki, as well as edit previous entries/pages. One of the advantages of a wiki is that when a web page in a wiki is edited, changed or even deleted by mistake, previous versions of the page are automatically saved. This means that it is easy to see what changes have been made to pages by whom and when, and to restore an earlier version of a page. Below is the home page of a sample wiki using *pbwiki* (short for 'peanut butter wiki'), set up for a secondary school wiki project. The best way to start using a wiki with a group of learners is to set up a simple collaborative writing project. A topic that we have found works well is that of '(in) famous people', in which pairs of learners write short descriptions of famous people that contain a number of humorous factual errors (but not grammatical errors!). These descriptions are then 'corrected' by another pair. The project outlined below can be used with learners of any level, and using any of the free wiki sites.

Step 1 - Preparation before lesson (approximately 30-60 minutes)

Using a free wiki site (such as *pbwiki*), the teacher sets up the first page of a wiki, outlining the topic of the project, and the steps the learners will need to take in the project. Below is a screenshot of the first page of the wiki set up in *pbwiki*. The teacher has added an image to the wiki page, and outlined the things the learners will need to do to complete the project.

Step 2 - (In) famous people: descriptions (approximately 1 hour)

Put learners in pairs and tell them that they are going to write a description of a famous person that contains a number of factual errors. You may first want to allow them to choose and research a famous person using an online encyclopedia such as Wikipedia. They may prepare this description on paper, or in a Word document or you could take them to the computer room, where they could type their descriptions directly into the wiki. You may want to give the learners an example of a description of a famous person with factual errors, which you have already written yourself in the wiki. The one below is an example of an erroneous entry on Albert Einstein, in the process of being written, with the wiki page in Edit mode. You will need to give the learners clear directions on how to add a new page to the wiki, and then how to add their descriptions. Once all the pairs have added their description to the wiki, let them spend time reading the other pairs' descriptions.

Step 3 - (In) famous people: corrections (approximately 1 hour)

Allocate one description to each pair from the previous class - make sure that it is not their own original description! The pair reads the description, clicks on the Edit tab for the wiki page and corrects any 'wrong' information in the description. Again, you may want to refer learners to an online encyclopedia such as Wikipedia for them to check any information about the famous person that they do not know. Depending on the level of the class, you could ask the pairs to now add two grammatical errors to the entry, while they are correcting the factual information. Corrections are done to the wiki page in Edit mode. Each pair then goes back to their original description, and reads the corrections that were made. Are the descriptions now correct? If two new grammatical errors have been added, can they spot the deliberate errors and correct those, too?

Alternative (approximately 3-4 hours)

With higher-level learners, a slightly more complex collaborative writing project could be set up on the same topic of famous people, which

uses online resources for research (see Chapter 8). In this version of the wiki project, pairs or small groups of learners each research a different facet of one famous person. For example, one famous writer, painter, musician or scientist is chosen by the class, and different aspects of their life are investigated by each pair, e.g. childhood, education, main works or influences on other artists/professionals. Each pair then prepares an entry on their topic, and creates a wiki page dedicated to this. All topics can link from the main wiki page. Groups can then read other groups' contributions and edit/change as necessary. The final result is a wiki with pages on various aspects of a famous person, rather like a mini encyclopedia. [6]

As with the blogs project outlined earlier in this chapter, the wiki can be kept as an internal class project, and given the public nature of the Internet, it is probably worth asking other classes/learners (for example in the same school) to take a look at the wiki, and possibly to contribute to it. In the case of younger learners, a wiki project can be viewed by parents. Knowing that the wiki will be viewed by readers outside the classroom, and will be available on the Internet for public scrutiny, is an added incentive for learners. By giving the wiki a password, only those who know the password can edit it, which gives your wiki some measure of security, but still allows it to be accessed and read on the Internet.

How to set up a wiki

There are several free sites for setting up wikis, and some of the best-known are:

- Pbwiki (www.pbwiki.com)
- MediaWiki (<http://www.mediawiki.org>)
- Wikihost (<http://wikihost.org>)

As with blogs, setting up a wiki is a straightforward process, with no specialist technical knowledge or expertise needed.

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2-SHO'BA

Chet tillarni o'rganishning pedagogik va psixologik asoslari

DEVELOPMENT OF COMMUNICATION SKILLS IN ENGLISH OF THE UNIVERSITY STAFF AND STUDENTS

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Abstract

In the paper, a cooperation of the Czech workplace – the Institute of Education and Communication (IEC) of the Czech University of Life Sciences Prague (CZU) with the Namangan Engineering Construction Institute (NECI), especially the department of languages, will be described. Additionally, there will be described some useful activities, which can support professional and personal development of exchanging academic staff.

Key words

Cooperation, 21st century skills, professional development, communication, English skills

Introduction

The Czech University of Life Sciences Prague is situated in the capital of the Czech Republic (Central Europe). Prague is UNESCO city with beautiful historical places, it is also very safe city to live. The CZU was founded in 1906 to product graduates for agriculture and engineering branches. It is the 3rd largest university in Prague and belongs to top 10 universities of the Czech Republic. Because there are 29 study programmes taught completely in English language, this university have more 20 % of students from abroad. The university is situated in the campus at the outskirt of Prague, there are six different faculties. The campus is not only place for education and research but also offers facilities for social activities for students and staff – dormitory, hotel, restaurants, clubs and different sport facilities.

What is interesting, that the CZU is only university in the Czech Republic to offer studies in tropical and subtropical agriculture and forestry and it belongs to the most ecological campus in the central Europe (CZU ranked 31st position in the Green Metric World University Ranking this year).

The Institute of Education and Communication (IEC), it is a place dealing with didactic and pedagogy. Apart of teacher training, this unit offers study in two professionally oriented bachelor programmes aimed at counselling and pedagogy. From its activities, the most popular is a course of Communication and Presentation Skills for all the university Ph.D. students. The course is also organised in English for international students and staff.

Cooperation with Uzbek universities

The cooperation between the NECI and the CZU was established in 2008, and the first contact with the IEC was in 2011, when the first Uzbek staff was welcomed for an internship within a project TIMUR. That year, a really strong cooperation with NECI academic staff Mrs. M. Karieva and Mrs. M. Kataeva from the department of languages was established. Because of that, a new project within programme Erasmus+ KA107 was submitted. Project period was from 2019 to 2022 and 3 Czech and 12 Uzbek staff took part in the professional internships. The main of teachers exchanges aims were to increase the quality of teaching at partner universities by integrating new experiences and knowledge into teaching and to develop professional competences of Uzbek and Czech academic staff by academic exchanges. Concretely, the didactic and diagnostic and managerial competences and 21 century skills such as intercultural, and language skills in English, as well as the communication and presentation skills.

Setting a diversified goal of education with aims in homing in on students' needs and reflecting a better, more relevant education is something that has evolved throughout history. In the 1980s, a series of reports advocated for an educational reform. A "National Prepared: Teachers for 21st Century" (Carnegie Forum on Education and the Economy, 1986) was among the first released. Than „Turning Points: Preparing American Youth for 21st Century" (Carnegie Council on Adolescent Development, 1989) outlined eight principles that valued the needs of youth and aimed to address what is necessary for students to be successful in the coming century.

Methodology of development of English communication skills of academic staff

The Uzbek incoming staff organised seminars for the IEC academic staff on the topics such as accreditation procedures of BSc. and MSc.

study programmes, evaluation and management in the Uzbek tertiary education, international and science activities of the NECI. They also delivered plenty of lessons to Czech students on intercultural education, social pedagogy, foreign language or lecture on the topic „Historical and cultural heritage in Uzbekistan“ for the learners of the seniors’ academy.

The Czech staff focused more on the topics such as innovative methods in education (collaborative learning and project education), ICT in education and new media, methods for social development in vocational education and methods for dealing with stress factors in tertiary education.

The basement of establishing the intensive Communication and Presentation Skills courses for incoming staff at the CZU was a qualitative research, implemented by the IEC researches within the project CATCH 21st Century Skills (Erasmus+ KA2 – Strategic partnerships programme). In January–February 2020, the IEC project team interviewed selected HR managers in order to find out what concrete transferable competences of graduates are the most important for the employer and what trainings would bring benefits for actual demands of job market.

“All the managers in the research sample consider communication, collaboration and interpersonal skills necessary for almost all of the professional positions to better work within interdisciplinary teams and to solve various and versatile work demands. This is also related to a good command of the Czech and English language and other foreign language skills” (Smékalová L., Sněhotová J., Jordánová B., 2020).

Thus, communication is important for all the roles and positions for achieving agreements within a team, for preventing conflict, for being able to enforce concrete idea, present a project goals and results etc. “According to one interviewed manager, communication is especially important for those *“that are in contact with clients, those supervisors have to dispose with perfect presentation skills, ability to explain the idea and strategy, ability to communicate continuously when the client knows nothing. Communication is a significant tool for building relationships with a client or a partner institution.* One manager also expressed that personal communication is more important than written one with following statement: *“It is nice that we do not handle everything by e-mails, but in personal contact. We have been growing a lot, so we need to communicate well.”* (Smékalová L., Sněhotová J., Jordánová B., 2020).

Evaluation of the teaching exchanges in previous KA107 project (2017-2019) brought findings that the most interesting activities for Uzbek incoming staff were teaching experience and active participation at the

course Presentation and Communication Skills. On the contrary, the Czech teachers are still keen on transferring innovative teaching methods to Uzbek students of pedagogical programmes. Meetings of the IEC director and the rector of the NECI helped to establish new priorities for next collaboration. Thanks to modern didactic technique, the staff of project members were able to exchange innovative teaching methods also on-line. However, the personal contact for such educational activities is much more important.

Conclusion

The importance of the 21st century skills is not a new concept. The communication skills are one of the most important skills of the academic staff in actual life. Two partner universities (Namangan Engineering Construction Institute and Czech University of Life Sciences Prague) focussed on development of English communication and presentation skills within a common Erasmus+ project (supported by the KA 107 programme). At the end of internship of incoming and outgoing staff, the project coordinator conducted a feedback interview with them to measure their professional development. All of 15 outgoing staff share the same opinion, that the course of Communication and Presentation Skills was the most useful activity of their exchange. Thanks to international exchanges and the above-mentioned course, English communication and presentations skills of involved Czech and Uzbek academic staff were strengthened at a very high level.

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**ТЕОРЕТИКО-МЕТОДИЧЕСКИЕ ОСНОВЫ
ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ
НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В ТАДЖИКСКОЙ
ШКОЛЕ**

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Аннотация. В статье рассматривается роль английского языка в учебном процессе, ставится проблема формирования у учащихся таджикской школы коммуникативной компетенции применение современных технологий, важнейшее место в числе которых, в свою очередь занимают информационные компьютерные технологии.

Ключевые слова: информационная компьютерная технология, использованию компьютера, «изложение», «разъяснение», Интернет сайтов.

Annotation. The article discusses the role of the English language in the educational process, raises the problem of the formation of communicative competence among students of the Tajik school, the use of modern technologies, the most important place among which, in turn, is occupied by information and computer technologies.

Key words: information computer technology, computer use, "statement", "explanation", Internet sites.

Сегодня английский язык, как язык межнационального общения в Таджикистане играет одну из важных и значимых ролей в развитии современного общества, поскольку владение им помогает понять мировую культуру и приобщиться к ней, свободно использовать возможности Интернет-ресурсов, работать с различными технологиями.

Преподавание английского языка в таджикской школе требует постановки перед учителем ряда серьезных задач. Формирование умения общаться – цель обучения английскому языку. Другими словами, перед педагогами ставится задача формирования у школьников коммуникативной компетенции. Достижение обозначенной цели и решение поставленных перед педагогом задач предполагает выбор эффективной методики преподавания английского языка. Одной из наиболее популярных и востребованных методик обучения английскому языку является применение современных технологий, важнейшее место в числе которых, в свою очередь занимают информационные компьютерные технологии.

В этой связи применение в таджикской школе информационных компьютерных технологий выступает в качестве одного из инструментов развития личности школьников и достижения основных образовательных целей. В соответствии с возможностями, которыми характеризуется компьютер, он становится универсальным средством достижения ключевых образовательных целей и решения образовательных задач.

При этом благодаря использованию компьютера основываются, необходимые как для формирования базовых знаний по предмету, так и отработки умений и навыков, а также полноценного развития личности учащегося, формирования его учебных интересов, познавательной активности и мотивации к обучению и самообразованию. Именно благодаря возможностям,

открывающимся перед учителем, активно использующим информационные технологии в процессе преподавания, могут быть решены многие учебные и воспитательные задачи. В результате формируются реальные условия для повышения успеваемости и качества усвоения знаний, развития навыков самообразования, расширения общего кругозора и повышения интеллектуального уровня учеников, а также развития у них навыков саморегуляции и самоорганизации.

В результате использование компьютерных технологий в таджикской школе позволяет каждый из уроков сделать более содержательным и наглядным, более целостным и насыщенным, нетрадиционным и привлекательным для детей своей необычностью, стимулируя к дальнейшей образовательной деятельности и развивая познавательный интерес. Все это в полной мере относится также к урокам английского языка в средней школе. Благодаря развитию и применению на уроках английского языка компьютерных технологий более качественными и эффективными становятся различные виды образовательной деятельности. Одним из них выступает говорение.

В диссертационных исследованиях С.С.Авганова рассматривается реализации дидактических принципов при компьютерном обучении в школах Республики Таджикистан. [3, с. 8].

Особый интерес представляет исследования С.Н.Алиева, который предлагал модель качественно нового средства обучения, базирующаяся на современные программные средства и компьютерную технику, уточнены компоненты, характерные для системы вузовского образования. Проведена разработка методических принципов компьютерной технологии, выявлена целесообразность и эффективность использования компьютерной техники в качестве средства обучения. [5, с. 12].

В диссертационном исследовании Ф.Ф.Шарифова раскрыта сущность понятия информационной культуры, определена её компоненты, разработана дидактические способы, обеспечивающие введение в курс информатики тем, связанных с интеграцией компьютера в профессиональной деятельностью будущих специалистов. [9, с. 90].

Для характеристики особенностей использования информационных технологий на уроках английского языка в процессе обучения необходимо, прежде всего, дать определение самим информационным технологиям. В рамках современной науки,

в частности имеется множество теоретических подходов к определению данного термина. В соответствии с тем, что состоит он из двух слов, термин «информационные технологии» определяется на основании двух соответствующих понятий: информация и технология.

В словарной статье, представленной в Большом энциклопедическом словаре, термин «технология» определяется как слово, образованное от двух греческих корней «*techne*», который в переводе означает «искусство», «мастерство», и *logos* – «учение», «знание», «понятие».

С учетом сказанного само понятие «технология» определяется в качестве совокупности знаний о различных средствах, методах и инструментах реализации процессов, в результате которых осуществляется качественное изменение состояния объекта [7, с. 812].

Толковый словарь английского языка С.И. Ожегова определяет технологию как «совокупность процессов, приемов обработки или переработки материалов, которые используются в каком-либо искусстве, деле, мастерстве, а также научное описание способов производства» [6, с. 375].

Для каждой сферы человеческой деятельности и профессионального развития существуют как общие, так и специальные технологии, позволяющие добиться определенного результата и достичь целей деятельности. В этой связи в педагогике дается определение образовательных технологий. Образовательные технологии представляют собой одну из разновидностей информационных технологий, базирующихся на общих понятиях и особенностях философского, психологического, педагогического подхода, концепциях менеджмента и дидактики.

Следующим понятием является определение информации. Понятие информации произошло от латинского корня «*information*», переводящегося на английский язык, как «изложение», «разъяснение».

В Большом энциклопедическом словаре оно определено следующим образом: информация первоначально представляет собой совокупность сведений, передаваемых от одного человека к другому в устной или письменной форме, а также с использованием элементов какой-либо знаковой системы, условных знаков, понятных как отправителю, так и получателю информационных сообщений.

Информация также может передаваться с использованием любых технических средств, что особенно характерно для особенностей коммуникативного пространства современного мира.

Начиная с середины XX столетия термин «информация» стал относиться к числу общенаучных категорий. С его помощью стали обозначать совокупность любых сведений, передаваемых от человека к человеку (группе людей), от человека к автоматическому устройству и наоборот, от одного автоматического устройства к другому, от одной организации к другой и так далее [7, с. 20].

Согласно современной научной концепции информация, вместе с энергией и веществом представляет собой один из составных элементов мироздания. Информация в современном мире выступает в качестве продукта мыслительной деятельности, посредством которого могут быть переданы как определенные знания, так и образы.

В силу особенностей современного общества для него характерна автоматизация и информатизация. Информатизация современного общества характеризуется с точки зрения понятий и категорий, свойственных одной из распространенных сегодня философских теорий – теории технологического развития.

В соответствии с этим может быть дано также понятие информатизации образования, которая характеризуется в качестве одного из закономерных элементов информатизации общества, обеспечивающего сферу образования теоретическими предпосылками и категориями и практическими методами использования информационных технологий с учетом психологических и педагогических условий, особенностей, целей и задач процессов обучения и воспитания.

Исходя из определений терминов «информация» и «технологии» формируется теоретический подход к определению понятия «информационные технологии». Несмотря на то, что содержание каждого из слов, формирующих данный термин, в целом понятно, в научной литературе, тем не менее, представлены различные определения термина.

В частности, рассматривая понятие и значение термина «информационные технологии», профессор С.С.Авганов рассматривает совокупность научных сведений и инженерно-технических знаний, а также средств и методов их реализации, которые используются в целях организации сбора, хранения,

передачи и обработки информации в определенной предметной сфере. В свою очередь, информационные технологии образования представляют собой разновидность педагогической технологии, которая использует совокупность специальных способов, программных и технических средств работы с источниками информации и ее содержанием для достижения образовательных целей и решения образовательных задач [2, с. 18].

В течение последних лет определение категории «информационные технологии» довольно часто используется как синоним понятия «компьютерные технологии». Это может быть объяснено тем, что любые информационные технологии сегодня определенным образом связаны с использованием компьютера. Но используя данные термины в качестве синонимов, нельзя тем не менее, полностью приравнивать их содержание, так как понятие «информационные технологии» по своей сути является более широким, чем термин «компьютерные технологии». И первое определение в этом случае включает в себя второе как один из элементов. В этой связи необходимо определить содержание и основные элементы термина «информационные компьютерные технологии» [15, с. 10].

Таким образом, в результате использования информационно-коммуникационные технологии в образовательном процессе создаются предпосылки, необходимые для повышения качества и эффективности образования, повышения эффективности взаимодействия учителя и ученика, способствует повышению дифференциации и индивидуализации обучения развитию познавательного интереса и инициативности учащихся, формирует у них новый тип исследовательского мышления, который способствует активному поиску и решению исследовательских задач. Применение информационных технологий одновременно позволяет более качественно подойти к определению содержания обучения, смоделировать образовательный процесс, рационально выбрать конкретные методы и приемы для решения определенной образовательной задачи.

Однако, несмотря на все преимущества, использование информационных технологий может привести и к негативным последствиям, которые заключаются в следующих возможных последствиях:

1. В случае стремления к обеспечению максимального уровня индивидуализации обучения при использовании информационных технологий сокращается период и время непосредственного живого общения между учителем и учеником.

2. Работая с источниками информации при использовании информационно-коммуникационные технологии, ученик чаще всего работает молча, что накладывает негативный отпечаток на уровень развития его речи.

3. В процессе использования информационных технологий ученик не получает непосредственной и необходимой ему практики общения в форме диалога, в результате чего не формируется соответствующий алгоритм формирования его мысли и формулирования его содержания. Это затрудняет не только общение с педагогом, но и процессы коммуникативного взаимодействия со сверстниками. Не формируется привычка и умения выражать, четко формулировать, представлять и аргументированно отстаивать свою точку зрения.

3. Несмотря на то, что основное количество извлекаемой информации ученики добывают в условиях свободного поиска, в силу возрастных особенностей они зачастую не умеют пользоваться такой свободой. Вследствие существования различных вариантов решения учебной задачи, далеко не всегда ученик идет по оптимальному пути поиска, а в результате того, что выбранный им путь может оказаться довольно сложным, отвлекается от изучения материала.

4. Для электронных источников информации характерно также использование значительных объемов информации, в результате чего внимание ученика также рассеивается.

5. Использование информационных технологий может быть опасно также и с точки зрения того, что ученик может выбрать путь наименьшего сопротивления, идя по стандартному для живых организмов способу взаимодействия с окружающей средой, основанному на экономии жизненных сил. Привыкая использовать широкие возможности информационного пространства электронных сетей, Интернет, ученик не приобретает навыка самостоятельного мышления. Он с легкостью заимствует чужие мысли, готовые знания, чужие проекты, не заставляя себя мыслить и искать самостоятельный выход из ситуации. Подобное использование информационных технологий является наиболее опасным для учеников начальной

школы, которые только учатся взаимодействовать с учебным материалом, искать и использовать полученные знания. Использование информационных технологий в этом случае не способствует развитию самостоятельного творческого мышления, что может оказать негативное влияние на результаты и эффективность образовательного процесса.

6. Безусловно также негативное влияние чрезмерного и неоправданного использования информационных технологий на психику, зрение и прочие аспекты, характеризующие состояние здоровья участников образовательного процесса [14, с. 48].

Таким образом, использование компьютерных технологий в таджикской школе представляет собой одну из характерных черт обучения, имеет как положительные, так и отрицательные моменты.

Все сказанное о возможностях информационных технологий при их использовании в школе может быть непосредственным образом отнесено и на процессы преподавания английского языка. Благодаря использованию компьютеров, вовлечению в образовательный процесс ресурсов Интернет, применению мультимедийных учебников значительным образом расширяется образовательное пространство уроков английского языка в школе, создаются предпосылки для овладения большим объемом информации, проведением качественного ее анализа, сортировки и усвоения.

Одним из безусловных преимуществ использования информационных технологий в процессе изучения английского языка становится совершенствование мотивации учащихся и создание ситуации, способствующей повышению уровня познавательной активности.

Для того чтобы использование информационных технологий в процессе обучения английскому языку было качественным и эффективным, необходим интегрированный и комплексный подход, определение методических основ и четких дидактических принципов использования информационных технологий в процессе изучения английского языка и, в частности, обучения .

Грамотное использование информационных технологий в процессе изучения английского языка позволяет создать максимально эффективные условия для формирования и развития навыков коммуникативной компетенции, что является одной из важнейших предпосылок развития навыков говорения. Благодаря

использованию компьютеров преподаватель английского языка может создать условия, необходимые для развития коммуникативных навыков, индивидуализации и дифференциации образования, формирования достаточного лексического запаса, овладения грамматическими навыками и усвоения грамматических закономерностей и явлений, увеличения резервов для повышения качества языковой тренировки, перенесения языкового материала в другие сферы непосредственной речевой деятельности [16, с. 72].

В результате работы с компьютером повышается интерес ребенка к овладению знаниями, позволяя учителю регулировать особенности решения образовательных задач в соответствии со степенью сложности и индивидуальными возможностями ребенка, темпами усвоения им определенного учебного материала. [1] В результате использования информационных технологий решается также один из самых проблемных аспектов организации обучения английскому языку – реагирование детей на ситуацию неуспеха: многочисленные компьютерные программы не просто проверяют уровень сформированности определенных знаний и навыков, а позволяют тренировать их, допуская возможность обращения к справочным материалам, включаемым в состав подобных программ. В результате обращения к соответствующим разделам программы учащийся может восполнить пробелы в знаниях, завершая выполнение задания с опорой на данные справочных материалов. [2]

Одновременно использование информационных технологий позволяет сочетать различные методы работы, чередовать использование материалов учебника и материалов справочной литературы с аудио- и видеоматериалами, выводить на экран компьютера материалы словарных статей. Также учащиеся могут произносить фразы и предложения на английском языке, записывая свой голос и работая впоследствии с данной записью в целях корректировки своего произношения. Также аудиоматериалы могут быть использованы для демонстрации ученикам образцовых вариантов произношения, зачитывания текстов, организации аудирования. [3]

Таким образом организуется знакомство детей с новыми текстами, образцами речевых высказываний. Могут быть организованы диалоги на иностранном языке, в том числе, для отработки умений и навыков по новым темам [11].

Рассматривая особенности и направления использования компьютерных технологий в процессе преподавания английского языка, профессор Авганов С.С. отмечает, что одна из основных функций, которые может выполнять компьютер при изучении английского языка, - работа его как «собеседника» ученика, в коммуникативно-направленном режиме, что способствует лучшей организации и структурирования коммуникативного пространства, моделируя таким образом ситуации для совершенствования речевого и неречевого поведения участников коммуникации [4].

Не менее полезным является использование информационных технологий в качестве способа трансляции информации о стране изучаемого языка: страноведческие сведения о культуре, экономике, особенностях общественного развития. Возможности сети Интернет позволяют представить детям реальные видеоматериалы о жизни в стране изучаемого языка, сформировать представление о речевой деятельности на изучаемом языке. [5]

Применение информационных технологий в процессе изучения английского языка возможно на нескольких уровнях:

- 1) использование информационных технологий в учебной деятельности;
- 2) использование информационных технологий в процессе организации внеклассной работы;
- 3) разработка учителем собственных электронных образовательных ресурсов, которые могут быть использованы в процессе объяснения материала, формирования и закрепления необходимых умений и навыков;
- 4) повышение уровня педагогического мастерства преподавателей иностранных языков;
- 5) организация обмена опытом с учителями района, города и области [6].

Применение информационных технологий в процессе организации учебной деятельности включает в себя следующие направления их потенциально возможного использования:

-применение в процессе изучения английского языка готовых компьютерных программ и программных решений, направленных на формирование лексических и грамматических навыков, социокультурной компетенции;

-создание учителем собственных компьютерных программ, тестов, иных цифровых ресурсов;

- применение материалов Интернет на уроках английского языка и литературы;
- проведение тестов в онлайн-режиме;
- использование материалов Интернет и сайтов для проведения конкурсов, олимпиад, семинаров, проводимых в дистанционной форме;

–организация проектной деятельности учеников на уроках по определенным темам и направлениям (поиск материалов в сети Интернет для организации исследовательской и проектной деятельности, создания презентации по проектам) [7].

Для организации использования информационных технологий на уроках английского языка в настоящее время имеет значительно количество соответствующих ресурсов: отечественные и аутентичные обучающие программы по английскому языку. Задачей учителя английского языка и литературы в этом случае является полноценное и грамотное включение их в образовательный процесс. При этом важно помнить, что:[8]

- во-первых, особенности и содержание данных программ должны соответствовать содержанию обучения и конкретной тематике;

- во-вторых, при интеграции программных модулей и технологий в образовательный процесс необходимо также учитывать санитарно-гигиенические требования, предполагающие определенные требования ко времени нахождения учеников определенного возраста за компьютером (для учеников начальной школы, например, это время не может превышать 15 минут). [9]

Содержание и структура этих мультимедийных приложений в полной мере соответствует основной авторской концепции учебника, в том числе, сохранены идея, тематика комплекса, персонажи и сюжетная линия. Последовательность изложения материалов, предназначенных для формирования определенных умений и навыков и их закрепления, соответствует поурочному и тематическому планированию, что дает возможность включения мультимедиа-материалов в содержание любого из уроков. [10]

Таким образом, в результате подобного строения приложений они могут быть использованы как в процессе организации урочной деятельности, так и непосредственно в качестве основы для самостоятельной работы школьников дома. Он специально разработан для каждого из уровней учебно-методического

комплекса. Благодаря продуманному содержанию и грамотному наполнению программный модуль предоставляет широкие возможности для активной организации образовательного процесса при изучении новых тем и грамматических явлений английского языка, составлении тестов для контроля знаний и умений, использования материалов модуля для закрепления и отработки умений и навыков. [11]

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THE USE OF DIGITAL PLATFORMS FOR DEVELOPING ENGLISH READING SKILLS

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Annotatsiya: Maqola ingliz tilida o'qish ko'nikmalarini rivojlantirish uchun raqamli platformalardan foydalanishga bag'ishlangan. Ingliz tilini o'rganish ko'nikmalarini o'rgatish uchun raqamli platformalardan foydalanish talabalar uchun qulaylik va qulaylik, har birtalabaga shaxsiy yondashish imkoniyati, turli materiallar, interaktivlik va vaqt va pulni tejashni anglatadi. Shuningdek, raqamli platformalardan foydalanish talabalarga o'qish vaqti va sur'atini tanlashda moslashuvchan bo'lish, shuningdek, kerak bo'lganda materialni takrorlash imkonini beradi. Bundan tashqari, ko'plab raqamli platformalar talabalarni yaxshi natijalarga erishishga undaydigan mukofot va mukofot tizimlarini taklif qiladi. Raqamli platformalardan foydalanishning afzalligi – foydalanish imkoniyati. Ularni istalgan vaqtda va dunyoning istalgan joyidan olish mumkin. Shuningdek, raqamli platformalar har bir talabaning ehtiyojlariga mos ravishda materiallarning qiyinchilik darajasini va mavzuni sozlashimkonini beradi. Raqamli platformalarda turli turdagi matnlar, audio va video materiallar taqdim etiladi, bu esa o'quvchilarning so'z boyligini kengaytirish va turli darajadagi o'qish ko'nikmalarini rivojlantirish imkonini beradi. Ingliz tilida o'qishni o'rganish uchun raqamli platformalardan foydalanish o'quvchilarga bilimlarini

mustahkamlash va muvaffaqiyatlarini kuzatishda yordam beradigan interfaol topshiriqlar va testlarni taklif etadi.

Резюме:

Статья посвящена использованию цифровых платформ для обучения навыкам чтения на английском языке. Использование цифровых платформ для обучения навыкам чтения на английском языке предполагает удобство и доступность для учеников, возможность индивидуального подхода к каждому ученику, разнообразие материалов, интерактивность и экономию времени и денег. Также использование цифровых платформ позволяет ученикам быть гибкими в выборе времени и темпа обучения, а также повторять материалы по необходимости. Кроме того, многие цифровые платформы предлагают системы наград и поощрений, которые могут стимулировать учеников на достижение лучших результатов. Преимуществом использования цифровых платформ является доступность. Они доступны в любое время и из любой точки мира. Также цифровые платформы позволяют настроить уровень сложности и тематику материалов в соответствии с потребностями каждого ученика. На цифровых платформах представлены различные типы текстов, аудио и видеоматериалов, что позволяет ученикам расширять свой словарный запас и развивать навыки чтения на разных уровнях. Использование цифровых платформ для обучения чтению на английском языке предлагают интерактивные задания и тесты, которые помогают ученикам закреплять полученные знания и отслеживать свой прогресс.

Abstract:

The article is devoted to the use of digital platforms for developing reading skills in English. The use of digital platforms for developing English reading skills implies convenience and accessibility for students, the possibility of an individual approach to each student, a variety of materials, interactivity and saving time and money. Also, the use of digital platforms allows students to be flexible in choosing the time and pace of learning, as well as to repeat materials as needed. In addition, many digital platforms offer reward and reward systems that can encourage students to achieve better results. The advantage of using digital platforms is accessibility. They are available at any time and from anywhere in the world. Also, digital platforms allow you to customize the level of difficulty and subject matter of the materials in accordance with the needs

of each student. Different types of texts, audio and video materials are presented on digital platforms, which allows students to expand their vocabulary and develop reading skills at different levels. The use of digital platforms for learning to read in English offer interactive tasks and tests that help students consolidate their knowledge and track their progress.

Kalitso'zlar: raqamli platformalar, o'qis hko'nikmalarini rivojlantirish, ingliz tilida o'rganish, individual o'rganish, turlimateriallar, vaqt va xarajatlarni tejash, moslashuvchanlik, interaktivlik, takrorlash.

Ключевые слова: цифровые платформы, развитие навыков чтения, чтение на английском языке, индивидуальное обучение, разнообразие материалов, экономия времени и средств, гибкость, интерактивность, повторение.

Keywords: digital platforms, developing reading skills, reading in English, individualized learning, variety of materials, time and cost saving, flexibility, interactivity, repetition.

The use of digital platforms has become increasingly popular in recent years, especially in the field of language learning. Digital platforms offer learners a range of benefits that traditional methods of learning cannot match. In particular, digital platforms have revolutionized the way learners approach reading skills development in English.

One of the main advantages of digital platforms for developing reading skills is the ability to access high-quality materials at any time and from anywhere. Learners can access a wide variety of texts, including articles, books, and videos, that are tailored to their level and interests. This means that learners can choose materials that are engaging and relevant to them, which can help to motivate them to read more.

Another advantage of digital platforms is the ability to track progress and receive feedback. Many digital platforms offer interactive exercises and quizzes that test learners' comprehension and vocabulary knowledge. These exercises can be automatically graded, allowing learners to receive instant feedback on their performance. This feedback can help learners identify areas where they need to improve and adjust their study plan accordingly.

Digital platforms also offer learners the opportunity to practice their reading skills in a variety of contexts. For example, learners can read news articles, blog posts, or academic papers on topics that interest them. This exposure to different types of texts can help learners develop their reading comprehension skills and expand their vocabulary.

Digital platforms can be a powerful tool for developing English reading skills, as they offer a range of interactive and engaging resources that can help learners improve their comprehension, vocabulary, and fluency. Here are some ways digital platforms can support the development of English reading skills:

1. Interactive reading materials: Digital platforms offer a range of interactive reading materials, including e-books, online articles, and digital magazines. These materials often include multimedia elements such as videos, images, and audio recordings, which can help learners understand the context and meaning of unfamiliar words or concepts.

2. Vocabulary-building tools: Many digital platforms offer vocabulary-building tools such as flashcards, quizzes, and games. These tools can help learners learn new words and reinforce their understanding of existing vocabulary.

3. Reading comprehension exercises: Digital platforms often provide reading comprehension exercises that test learners' understanding of the material they have read. These exercises can help learners develop critical thinking skills and improve their ability to analyze and interpret written texts.

4. Collaborative learning: Digital platforms can facilitate collaborative learning by allowing learners to share their reading experiences with others. Online discussion forums, chat rooms, and social media groups can provide a space for learners to discuss their reading, exchange ideas, and receive feedback from peers.

5. Personalized learning: Some digital platforms offer personalized learning tools that adapt to learners' individual needs and preferences. These tools can help learners focus on areas where they need the most improvement and progress at their own pace.

Digital platforms offer a wide range of resources and tools to support learners in developing their reading skills. These platforms provide access to a variety of digital texts, including e-books, articles, and websites, which can be accessed at any time and from anywhere. Learners can choose materials that are interesting and relevant to them, which can help to increase their motivation and engagement with the content.

Interactive exercises and quizzes are often included in digital reading platforms, which can help learners to test their comprehension and vocabulary knowledge. These exercises provide instant feedback on

learners' performance, allowing them to identify areas where they need to improve and adjust their learning accordingly.

One of the key benefits of digital reading platforms is the exposure they provide to different types of texts. Learners can explore a range of genres and styles, from fiction and non-fiction to news articles and academic papers. This exposure can help learners to develop their reading comprehension skills, expand their vocabulary, and build their knowledge of different topics.

Digital platforms also offer flexibility for self-directed learners. Learners can set their own goals and work through materials at a pace that suits them. This allows them to take control of their own learning and tailor their reading practice to their individual needs and preferences.

In education, digital platforms have revolutionized the way students learn and teachers teach. With the rise of e-learning platforms and digital textbooks, students can access educational materials from anywhere, at any time. Digital platforms also provide teachers with new tools and resources to enhance their teaching, such as interactive whiteboards and online collaboration tools.

In the workplace, digital platforms have enabled remote work and collaboration, allowing teams to work together seamlessly from different locations. Digital communication tools like email, instant messaging, and video conferencing have made it easier than ever to stay connected and productive.

Digital platforms have also transformed the way we consume media and entertainment. Streaming services like Netflix and Spotify provide us with access to a vast library of movies, TV shows, and music, while social media platforms like Facebook and Instagram allow us to connect with friends and family and share our experiences with others.

Overall, digital platforms offer a wealth of resources and tools to support learners in developing their reading skills. By providing access to high-quality materials, interactive exercises, and flexible learning options, these platforms can help learners to improve their reading comprehension, expand their vocabulary, and develop a lifelong love of reading.

Finally, digital platforms can be particularly beneficial for learners who are self-directed and prefer to learn at their own pace. Digital platforms allow learners to set their own goals and work through materials at a speed that is comfortable for them. This flexibility can be especially helpful for learners who have busy schedules or who live in remote areas where access to traditional learning resources may be limited.

In conclusion, digital platforms have transformed the way learners approach reading skills development in English. With their numerous benefits, learners can access high-quality materials, receive feedback, practice in different contexts, and learn at their own pace. As technology continues to advance, it is likely that digital platforms will become an even more integral part of language learning, providing learners with even more innovative and effective ways to develop their skills.

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THE EFFECTIVE TEACHING ENGLISH IN ACADEMIC STRUCTURE

Annotation

This article describes current research and new developments in effective teaching. There are different strategies, methods and techniques which make the teaching learning more effective the rules and guidance provided by pedagogy helps in achieving the aims, goals and objectives of education. Analyzing research shows that teacher effectiveness including academic learning time, structure, higher and lower level questions, waiting time and other approaches enhance student achievement.

Key words: academic structure, pedagogical cycle, motivation, transition, problemsolving, acceptance, remediation, feedback.

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ЭФФЕКТИВНОЕ ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В АКАДЕМИЧЕСКОЙ СТРУКТУРЕ

Аннотация

В этой статье описываются текущие исследования и новые разработки в области эффективного обучения. Существуют различные стратегии, методы и приемы, которые делают обучение более эффективным, правила и рекомендации педагогики помогают в достижении целей и задач образования. Анализ исследований показывает, что эффективность преподавателя, включая академическое время обучения, структуру, вопросы более высокого и более низкого уровня, время ожидания и другие подходы, повышает успеваемость учащихся.

Ключевые слова: академическая структура, педагогический цикл, мотивация, переход, решение проблем, принятие, исправление, обратная связь.

Introduction

A significant responsibility of the teachers is to develop their students' skills in managing reading and speaking not only in subject English but across the discipline areas such as science, history and geography; the teaching and learning cycle provides a principled pedagogic approach to support this learning. Teaching programs could be very effective when one took care of the students in all respects. By all respects their mental, physical and emotional states that are very crucial in making them interested in learning and understanding various techniques that would make them possibly good and effective teachers in future. Pedagogy conceptual model is developed around two fundamental and interrelated concepts, learning performance and learning environment, with in this holistic approach to learning, integration of pedagogy and technology is highlighted [2]. Another important term used for teaching is teaching in the way of pedagogical cycle. Teachers may choose to use the cycle to assist students to learn to focus on given topic and open their thoughts freely.

Purpose.

The teaching in pedagogical cycle incorporates high impact teaching strategies. Among these, there is individual approach; differentiated teaching; modelled/worked examples; answering/questioning. Each phase of the cycle allows the teacher to provide clear academic feedback. This intentional focus on scaffolding students through the different phases of the cycle allows teachers to develop students' learning skills according to content and over time. With a particular purpose and audience in mind, students build their understanding of academic language.

Research Methodology

The aim of this study first, was to explore effectiveness of pedagogical cycle in teaching on student's learning at pre-intermediate level of practical English course. The students of the course are taken as the sample of the study. Using the stages of cycling the teacher on the basis of different methods of teaching by managing, controlling, observing, analyzing actively monitor students' progress. Second, the research was presented at the methodology seminar for English teacher. After presentation the teachers were divided into groups and prepared their reports, using the stages of the pedagogical cycle.

Results and Discussion

Both, the teachers' (experimental) and students' (control) groups evaluated on the variable of pre-test. The results gained from the analysis proved that no significance difference existed between the two groups. The performance of the experimental group was significantly better than that of the control group on post- test. Hence both the groups could be treated as equal taking into account the factors like education and social status.

The overall results of the study indicated that better learning skills and achievement in the subject of English lead to progress of learning.

The Pedagogical cycle describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into four domains or phases of instruction:

1. Structure - The teacher provides information, provides direction, and introduces the topics.
2. Questions - The teacher asks a question.
3. Respond - The student answers the question or tries to.
4. React - The teacher reacts to the student's answer and

provides feedback.

Teachers initiate about 85% percent of the cycles, which are used over and over again in classroom interaction. Although these cycles can be found in a majority of classrooms, the quality and effectiveness of the four steps vary widely. When teachers learn to enhance and refine each of the moves of the pedagogical cycle, student achievement is increased.

Have you ever been to a class where the teacher is bombarded with questions: “I don’t understand what we’re supposed to do?” “Can you explain it again?” “I don’t get what you mean.” When such complaints are constant in a class, it is a sure sign that the teacher is not making effective use of essential teaching skills: clarity and academic structure. [1] A growing body of research makes it clear that these skills are related to student achievement.

Students need a clear understanding of what they are expected to learn, and they need to be motivated to learn it. Effective structuring sets the stage for learning and typically occurs at the beginning of the lesson. Although the length of structure will vary depending on the age, ability, and background of the students and the difficulty of the subject matter, the following components are usually found in an effective academic structure:

Objectives. Let the student know the objectives of each lesson. They, like the teacher, need a road map of where they are going and why.

Review. Help students review prior learning before presenting new information. If there is confusion, reteach.

Motivation. Create an “anticipatory set” that motivates students to listen to the presentation. This can be done through an intriguing question, an anecdote, a joke, or interesting teaching materials.

Transition. Relate new information to previously attained student knowledge and experience. Provide ties and connections that will help students integrate old and new information.

Clarification. Break down a large body of information. Don’t inundate students with too much too fast. This is particularly true for young children and slower learners, although it also applies to older and faster learners.

Examples. Give several examples and illustrations to explain main points and ideas.

Directions. Give directions distinctly and slowly. If students are confused about what they are supposed to do, repeat or break information into small segments.

Enthusiasm. Demonstrate personal enthusiasm for the academic content. Make it clear why the information is interesting and important.

Closure. Close the lesson with a brief review or summary.

The major activity in academic structuring takes place at the beginning of the lesson, but there may be several points throughout the lesson where substructuring or brief presentations of information are also necessary. Substructures initiate new pedagogical cycles and allow the discussion to continue. A clear summary or review is also important at the close of the lesson.

When teachers are able to motivate and provide a clear introduction, all aspects of the lesson will proceed more smoothly. Through effective and clear structure, the stage is set for the remaining steps of the pedagogical cycle.

Good **questioning** is at the very core of good teaching. As John Dewey said: “To question well is to teach well. In the skillful use of the question more than anything else lies the fine art of teaching; for in it we have the guide to clear and vivid ideas, and the quick spur to imagination, the stimulus to thought, the incentive to action.” [3]

Since questioning is a key element in guiding learning, all students should have equal access to classroom questions and academic interaction. However, research shows that male students are asked more questions than female students and white students are asked more questions than minorities. One of the reasons boys get to answer questions and talk more is that they are assertive in grabbing teacher attention. Boys are eight times more likely than girls to call out the answers to questions. However, when boys call out the answers, teachers are likely to accept their responses. When girls call out the answers to questions, teachers often remind them to raise their hands.

If you want all students, and not just the quickest and most assertive, to answer questions, establish a protocol for participation. For example, make a rule that students must raise their hands and be called on before they may talk.

Many teachers are well intentioned about having students raise their hands, but in the rapid pace of classroom interaction, they sometimes forget their own rule. If you hold to that “wait to be recognized” rule, you can make professional decisions about who should answer which questions and why. If you give away this key to classroom participation, you are abandoning making in the classroom.

We want to give sample classroom dialogue according to the pedagogical cycle.

Many educators differentiated between factual, or lower-order, questions and thought-provoking, or higher-order, questions. One of the most widely used systems for determining the intellectual level of questions is Benjamin Bloom's taxonomy, which proceed from the lowest level of questions, knowledge, to the highest level, evaluation. Here, we can rely on levels of the taxonomy along with sample classroom questions at each level. This section will provide more information about the different levels of classroom questions as well as strategies for using them fairly and effectively. [4]

A lower-order question is one that can be answered through the processes of memory and recall. For example: - "Who was the first president of the USA?" is a lower-order question. Without consulting outside references, one could respond with the correct answer only by remembering previously learned information. Research indicates that approximately more percent of the questions teachers ask are lower-order questions.

A higher-order questions is one that requires more demanding thought for response. These questions may ask for evaluations, comparisons, causal relationships, problem solving, or divergent, open-ended thinking. For example: - "Why did you choose this profession"? Analyzing we can give an example from

the lesson according to the stage of pedagogical cycle using a lower-level/higher-level questions.

An extract of the theme: I'll never forget you! [9]

Structure: It's spring and the weather is fine today. Do you agree with me?(teacher) Now, try to feel how the life is wonderful and your dreams will

(Motivate) come true if you want to!

Review/Transition: At the previous lesson we had grammar material: will/won't + (teacher) infinitive for making decisions, offering, and promising, and the text

"I'll never forget you" Today, we'll continue working on it.

Question/Lower level: Can you answer what were Carmen and Steve doing in Torby?(teacher)

Respond (student): Carmen and Steve were studying at an English language school.

React (teacher): Good! Okay.

Question lower/higher: Where did Carmen moved to and why?(teacher)

Respond: Carmen moved to France to work

React (teacher): Good, you're good student!

Question high level: Why didn't they get married?

Response: When they were together 17 years ago, they fell in love and got (student) engaged. But when Carmen moved to France, their relationship cooled and ended. And I think that because of long period of time they forgot each other and won't meet again.

React/Criticize: Oh, do you think so? Be more positive! Let them meet again as (teacher) written in the text.

Question/Clarification: What happened then?

Respond (student): They met after 17 years in Paris, they were very glad to meet again, talked much and decided to marry, because both of them were single. I think if you dream very deeply, it will come true!

React (teacher): Good points!

Despite the fact that higher-order questions have been shown to produce increased student achievement, most teachers ask very few of them. Many educators think that different questioning levels stimulate different levels of thought. If you ask a fifth-grade student to define an adjective, you are working on lower-order basic skills. If you ask a fifth grade student to write a short story making effective use of adjectives, you are working on a higher level of student achievement. Both lower-order and higher-order questions are important and should be matched to appropriate instructional goals such as the following:

Ask lower-order questions when:

Students are being introduced to new information. Students are working on drill and practice. Students are reviewing previously learned information.

Ask higher-order questions when:

Students are working on problem-solving skills. Students are involved in a creative or affective discussion.

If you were to give this teacher suggestion on how to improve her teaching skills, you might point out the difficulty students have in answering the more complex questions. You might also note the lightening pace at which this lesson proceeds. The questions are fired so rapidly that the students barely have time to think. This is not so

troublesome when they are answering factual questions that require a brief memorized response. However, they begin to flounder when they are required to answer more complex questions with equal speed. Although it is important to keep classroom discussion moving at a brisk pace, sometimes teachers push forward too rapidly. Slowing down at two key places during classroom discussion can usually improve the effectiveness and equity of classroom responses. In the research on classroom interaction, this slowing down is called **wait time**. After asking a question, teachers typically wait 1 second or less for a student response. If the response is not forthcoming in that time, teachers rephrase the question, ask another student to answer it, or answer it themselves. If teachers can learn to increase their wait time from 1 second to 3-5 seconds, significant improvements in the quantity and quality of student response usually will take place.

There is another point in classroom discussion when wait time can be increased. After students complete an answer, teachers often begin their reaction or their next question before a second has passed (wait time 2). Once again it is important for teachers to increase their wait time from 1 second to 3-5 seconds. Based on her research Mary Budd Rowe has determined that increasing the pause after a student gives an answer is equally or more important than increasing

wait time 1, the pause after the teacher asks a question. When wait time 1 and wait time 2 are increased from 1 second to 3-5 seconds, classroom interaction is changed in several positive ways. [5]

So, the teacher uses effective academic structure, and the students are on-task, interested, and involved in the learning activity. The teacher is asking lower-order questions approximately, to make sure the students know key vocabulary words before the story is told. The problem with this classroom lies in the fourth stage of the pedagogical cycle: The teacher does not provide specific **reactions** and adequate feedback. Did you notice that the teacher reacted with “uh-huh” or “okay” no matter what kind of answer the students gave? A recent study analyzing classroom interaction in the following reactions: [8]

Praise – positive comments about student work, such as “Excellent, good job.” *Acceptance* – comments such as “uh-huh” and “okay,” which acknowledge that student answers are acceptable. These are not as strong as praise.

Remediation – comments that encourage a more accurate student response or encourage student to think more clearly, creatively, logically.

Sample remediation comments include “Try again,” “Sharpen your answer,” “Check your addition.” *Criticism* – a clear statement that an answer is inaccurate or a behavior inappropriate. This category includes harsh criticism – “This is a terrible paper,” as well as milder comments that simply indicated an answer is not correct. – “Your answer to the third question is wrong.”

We can’t define that which of the reactions are used most frequently, because each of them are connected with each other. Acceptance is the most frequent **response**, accounting for more than half of all teacher reactions. The second most frequent teacher response was remediation, accounting for one-third of teacher reactions. Used infrequently, praise comprised only few percent of reactions. The rarest response was criticism. In two-third of the classroom observed, teacher never told a student that an answer was incorrect. Learning is enhanced when students understand what is expected of them, get recognition for their work, learn about their errors, and receive guidance in improving their performances. Although the acceptance response is legitimate and often appropriate, it is overused. Since achievement is likely to increase when students get clear and specific feedback about their answers, it is important for teachers to reduce the “okay” reaction and to be more varied and specific in the feedback they provide. Following are strategies for providing more specific reactions and clearer feedback to students.

Conclusion

On the whole, teaching through Pedagogical cycles is more effective as a teaching-learning technique for English as compared to traditional teaching method. Students taught through Pedagogical cycles outscored than students working in traditional learning situation.

Many educators emphasize the importance of praise as specific feedback in encouraging student achievement, and researcher Jere Brothly has done a thorough analysis of its effects. [7] And we have found that praise may be particularly important for low-achieving and high-achieving students. So basing on the researches, we understood that the pedagogical cycle describes the interaction between the teacher and students. The four steps of the cycle structure, question, respond and react. The structure must give students a clear understanding of what they are expected to learn. Both higher-order and lower-order questions should be asked by the teacher. Teachers need to remember to wait 3-5 seconds after asking a question and before reacting to a student answer. Teachers

also need to be thoughtful in the way in which they react to student comments. Generally, teachers react by giving either praise, acceptance, remediation, or criticism to the student.

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ВЕРБАЛИЗАЦИЯ КАТЕГОРИИ ПРОСТРАНСТВА В АНГЛИЙСКОЙ И КЫРГЫЗСКОЙ ЛИНГВОКУЛЬТУРАХ: ФРАЗЕОЛОГИЧЕСКИЙ АСПЕКТ

Н. З. Хабибуллаева

В данной статье рассматривается категория пространства во фразеологических единицах в английской и кыргызской лингвокультурах. Следует отметить, что вербализация лингвокультурного концепта «пространство» устойчивыми единицами языка исследована в меньшей степени, чем номинативными единицами. Устойчивые единицы языка как знаки культуры вписываются в систему культурных концептов, составляющих ценностную картину мира кыргызов, англичан и американцев. Фразеологические единицы обладают национально-культурной спецификой, воплощённой в культурных коннотациях. На основе основных характеристик категории пространства, нами выделена группа фразеологических единиц, которые раскрывают специфику ментальности, когнитивные и поведенческие стереотипы нации. Подробно рассматривается первая группа, основанная на антропоцентризме, когда языковой фразеологический материал организован вокруг человека. К этой группе отнесли соматические устойчивые единицы.

Ключевые слова: концепт, пространство, фразеологические единицы, лингвокультура, культурные коннотации, соматические устойчивые единицы.

АНГЛИС ЖАНА КЫРГЫЗ ЛИНГВОМАДАНИЯТТАРЫНДА МЕЙКИНДИК КАТЕГОРИЯСЫН ВЕРБАЛДАШТЫРУУ: ФРАЗЕОЛОГИЯЛЫК АСПЕКТ

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Бул макалада англис жана кыргыз тил маданияттарындагы фразеологиялык бирдиктердеги мейкиндик категориясы талкууланат. Белгилей кетүүчү нерсе, “мейкиндик” лингвомаданий концептин вербалдаштыруу тилдин туруктуу бирдиктеринин номинативдик бирдиктерге караганда аз даражада изилденген. Тилдин туруктуу бирдиктеринин маданияттын белгиси катары кыргыз,

британжана америкалыктардын дүйнөсүрөтүнүн баалуулуктарын түзгөн маданий концептердин системасынатууракелет.

Фразеологиялык бирдиктер маданий коннотацияларда жүзөгө ашырылгану тутук-

маданий өзгөчөлүктөргө ээ экендиги менен түшүндүрүлөт.

Биз мейкиндик категориянын негизги мүнөздөмөлөрүнөн негизделген туруктуу бирдиктердин топторунаныктадык, анда уттунаң-

сезиминин, когнитивдик жана жүрүм-

турумдук стереотиптеринин спецификасы ачылып берилди. Мейкиндик

к” лингвомаданий концептинин мүнөздөмөлөрү менен байланышкан

туруктуу бирдиктер тобунда адамдын тегерегинде

антропоцентрикалык, тилдик фразеологиялык материал уюштурулган. Бул топко соматикалык туруктуу бирдиктер киргизилген.

Негизгисөздөр: түшүнүк, мейкиндик, фразеологиялык бирдиктер, тил маданияты, маданий коннотациялар, соматикалык туруктуу бирдиктер.

VERBALIZATION OF THE CATEGORY OF SPACE IN ENGLISH AND KYRGYZ LINGUOCULTURES: PHRASEOLOGICAL ASPECT

N. Z. Khabibullaeva

This article discusses the category of space in phraseological units in the English and Kyrgyz linguistic cultures. It should be noted that the verbalization of the linguocultural concept of "space" by phraseological units of the language has been studied to a lesser extent than by nominative units. The phraseological units of the language as signs of culture fit into the system of cultural concepts that make up the value picture of the world of the Kyrgyz, British and Americans. Phraseological units have national and cultural specificity embodied in cultural connotations. Based on the main characteristics of the category of space, we have identified a group of phraseological units that reveal the specifics of mentality, cognitive and behavioral stereotypes of the nation. The first group based on anthropocentrism, when the linguistic phraseological material is organized around a person, has been studied in detail. This group includes somatic phraseological units.

Key words: concept, space, phraseological units, linguistic culture, cultural connotations, somatic phraseological units.

Лингвомаданий “мейкиндик” концептин түшүнүүдө көңүлдү спецификалык маданий маданий вербалдык бирдиктерге – туруктуу сөз айкаштарына – мейкиндиктин менталдык өзгөчөлүктөрүн сүрөттөө үчүн улуттук-шартталган бирдиктерге буруу керек. Тилдин туруктуу бирдиктери маданияттын белгиси катары кыргыз, британ жана америкалыктардын дүйнө сүрөтүнүн баалуулуктарын түзгөн маданий концептердин системасына туура келет. Белгилей кетүүчү нерсе, “мейкиндик” лингвомаданий концептин вербалдаштыруу тилдин туруктуу бирдиктери номинативдик бирдиктерге караганда аз даражада изилденген.

Туруктуу бирдиктерге кайрылуу фразеологиялык бирдиктер улуттук концептосфераны сүрөттөөдө маанилүү звено болуп саналат, маданий коннотацияларда жүзөгө ашырылган улуттук-маданий өзгөчөлүктөргө ээ экендиги менен түшүндүрүлөт. Фразеологиялык бирдиктердин образдуу негиздеринде калыптанган, мейкиндик концептин өзгөчөлүктөрүн башкача түшүнүүдө курулган маданий коннотациялар кыргыз, англис жана америка маданияттарынын мифологиялык катмарлары менен болгон байланышты ачып берет.

Тилчилердин мейкиндик категориясын вербалдаштыруу каражаттарына, мейкиндик семантикасына ээ болуучу вербалдык бирдиктерди анализдөөгө болгон туруктуу кызыгуусун белгилеп кетсек болот. Адам жашаган мейкиндик ар кандай тилдик маданияттарда өзүнө мүнөздүү болгон өзгөчөлүктөргө ээ болуучу, мейкиндикти кабыл алуу формаларын камтыган вербалдык белги системасында чагылдырылат.

“Мейкиндик” концепти ар бир лингвомаданиятка мүнөздүү болгон лингвоменталдык мүнөздөмөлөр аркылуу көрсөтүлүшү мүмкүн. “Мейкиндик” концептин кыргыздардын, британдыктардын жана америкалыктардын дүйнөнүн баалуулук сүрөтүн түзүүчү вербалдык белгилер системасынын туруктуу бирдиктери катары сүрөттөөгө бул макалада аракет жасалды. Вербалдык белги системасынын туруктуу бирдиктери менен мейкиндикти вербалдаштыруу ыкмаларын кароодо, ар түрдүү

лингвомаданияттардын өкүлдөрүнүн мейкиндикти вербалдык эмес кабыл алуусунун маданий – спецификалык өзгөчөлүктөрүн эске алуу керек. Бул макалада мейкиндикти кабыл алууну ар кандай түрдө чечмеленип берилет.

“Мейкиндик” концептин лингвоменталдык мүнөздөмөлөрүнөн аны баяндоочун, автор мейкиндик категориясынын негизги мүнөздөмөлөрүн эске алуу менен лексикографиялык булактардан баштап аяктайын методу менен алынган фразеологиялык бирдиктерге кайрылат.

“Мейкиндик” лингвомаданий концептин ырастаган тилдик бирдиктердин семантикасын изилдөө бул түшүнүктүн мазмунун ойлоо бирдиги катары колдонууга мүмкүнчүлүк берет. Биз “мейкиндиктик” лингвомаданий концептинин негизги мүнөздөмөлөрүн чагылдырган жана бул категорияны вербалдык белги системасында сүрөттөгөн тилдин туруктуу бирдиктерин классификациялоону сунуштайбыз, бул чындыкты кабылдоонун улуттук өзгөчөлүгүн, дүйнө сүрөтүнүн тилинде чагылдыруунун улуттук спецификасын ачып берүүгө жардам берет. Бул туруктуу бирдиктер үчүн маанилүү болуп, бир нерсенин же кимдир бирөөнүн турган ордун кандайдыр бир мейкиндиктин багытына жана мейкиндиктин белгилүү бир чегинде жайгашкандыгын фразеологиялык каражаттар менен белгилөө эсептелет.

Биз мейкиндиктик категориянын негизги мүнөздөмөлөрүнө негизделген туруктуу бирдиктердин топторун аныктадык, анда улуттун аң-сезиминин, когнитивдик жана жүрүм-турумдук стереотиптеринин спецификасы ачылып берилди.

1. антропоцентрикалык
2. туташтык, узундук (мейкиндик мааниде), ыраактык, багыттуулук
3. үч өлчөмдүүлүк
4. жабыктык-ачыктык
5. предметтүүлүк (толуктуулук)
6. тегерекуюм
7. алыстоочулук (аралыктыналыстыгы)

Бул топтор үчүн маанилүү нерсе – бул мейкиндиктин белгилүү бир чектеринде кандайдыр бир мейкиндиктин багытындагы жана мейкиндиктин чегиндеги бир нерсенин же

кимдир бирөөнүн жайгашкан жерине жараша фразеологиялык белгилөө болуп саналат:

- ички, кандайдыр бир чектелген мейкиндик;

- предметтентышкары,

кандайдыр бир белгилүү мейкиндиктен чегинентышкары;

- ошол эле учурда, предметтен каалаган багытта жана андан ар түрдүү алыстыкта жайгашкандыгы белгиленет.

“Мейкиндиктик” лингвомаданий концептин ырастаган тилдик бирдиктердин семантикасын изилдөө концептин мазмунун ойлоо бирдиги катары алууга мүмкүндүк берет. “Мейкиндиктик” лингвомаданий концептинин негизги мүнөздөмөлөрүн чагылдырган туруктуу бирдиктердин классификациясы сунушталат.

Бул бирдиктердин анализи төмөнкүлөрдү аныктоого мүмкүндүк берди:

- “Мейкиндик” лингвомаданий концептинин мүнөздөмөлөрү менен байланышкан туруктуу бирдиктер тобунда адамдын тегерегинде антропоцентрикалык, тилдик фразеологиялык материал уюштурулган. Бул топко *соматикалык туруктуу бирдиктер* киргизилген.

- “Мейкиндиктик” лингвомаданий концептинин ушундай мүнөздөмөлөрүн чагылдырган туташтык, узундук, ыраактык, багыттуулук сыяктуу туруктуу бирдиктер тобуна бири-бирине карата ар кандай предметтерди жайгаштыруунун формаларын чагылдырган фразеологиялык бирдиктер кирет: *жакын-алыс, быякта-тыякта, бул жерде-тигил жерде, ар кандай багыттарда, бир багытты көздөй, белгисиз багытта.*

- Мейкиндиктин үч өлчөмдүүлүгү ар кандай объектилердин карама-каршылыгын горизонталдык-тегиздикте салыштыруу менен каралат: *жогору-төмөн, алдынан-артынан, сол тарап-оң тарап.*

- Мейкиндиктин жабык жана ачыктыгы физикалык, рухий жана ирреалдык мейкиндиктин деңгээлинде байкалат.

- Мейкиндиктеги нерселер жана буюмдардын предметтүүлүгү (толуктуулук) туруктуу бирдиктердин топчолорунда чагылдырылат, мисалы: *толуктук-боштук, тереңдик-тайыздык.*

- Мейкиндиктин тегерек белгилерин мүнөздөөчү туруктуу бирдиктер үчүн белгилүү бир мейкиндиктин борборунда адам болот.

- Мейкиндиктин адамдан алыстоочулук сыяктуу өзгөчөлүгүн чагылдырган туруктуу бирдиктер тобунда мейкиндик адам болбогон жердеги *идиштин* (орундун) ролун ойнойт.

Туруктуу бирдиктерге жүргүзүлгөн семантикалык талдоо көрсөткөндөй, вербалдык белгилер системасында мейкиндиктин категориясын кабылдоонун жана түшүнүүнүн белгилүү бир ыкмаларын көргөзөт, мейкиндик координаттарын деталдаштырат, адамга ааламдын белгилүү бир борбору катары мамиле жасайт. Кыргыз жана англис тилдериндеги туруктуу бирдиктердин семантикалык маанилеринин көп сандагы ылайык келүүлөрү кыргыз жана англис маданияттарынын өкүлдөрүнүн тилдик аң-сезиминде көптөгөн жалпылыктар, универсалдуулуктардын бар экендигин, жана бул ар башка тилдерде сүйлөгөн элдердин дүйнөнү көрүүнүн же түшүнүүнүн, мейкиндиктин жана аны кабылдоонун белгилүү бир универсалдуулугунун болушунун далили деп тыянак чыгарууга мүмкүндүк берет.

Каралып жаткан тил маданияттарындагы “мейкиндик” лингвомаданий концептти универсалдуу жана уникалдуу мүнөздөмөлөрдү ачып берге тургандыгын белгилейбиз. Универсалдуулук – бул “мейкиндиктин” лингвомаданий концептин чагылдыруунун жолдору (мейкиндиктин негизги мүнөздөмөлөрүн белгилеген туруктуу бирдиктер) болуп эсептелет. “Мейкиндик” лингвомаданий концептинин уникалдуу өзгөчөлүктөрү анын таанып-билүүчүлүк белгилери, түшүнүктүк жана баалоочулук жактары менен байланышкан, менталдык өзгөчөлүктөрүн аныктоого жана ушул категорияны маданий түшүнүүнүн логикасын ачууга мүмкүндүк берет.

Соматикалык туруктуу бирдиктергекененирээктоктолупөтөбүз.

Мейкиндиктинантропоцентрдуулүгүнүнмүнөздөмөсү (когнитивдикбелгилери: “ой жүгүртүүчү объект мененбайланышы”, “адамгажакынжайгашкан”мейкиндик), биздиноюбузбоюнча, бардыктилдикмаданияттаргамүнөздүүболгон“мейкиндик” лингвомаданийконцептинин

128бардыкөзгөчөлүктөрүндөкөрүнүптурат.

Адамдынөзүнкурчаптургандүйнөмененжекечеаракети ар дайымкандайдырбирмейкиндиккоординаттарынынсистемасындажүр

үптүрат, анынбашталышыадам – “кабылдоо, аң-сезим, иш-аракетжанатаануусубъекти”.

Салыштырылыпжаткантилдердинвербалдыксистемасындакөрсөтүлгөн “мейкиндиктин”

маданийконцептининантропоцентрикалуулугу, адамменентүз же кыйыртүрдөбайланышканконкреттүүпредметтердижанаабстракттуутүшүнүктөрдүкөрсөтүүдөпайда болот.

Мындайтуруктуубирдиктерадамдын ой жүгүртүүыкмасын, тажрыйбасын, анынчындыккаболгончыныгымамилесинчагылдырат.

Жөнөкөйдүйнөсүрөтүрдөгүмейкиндиктинкыргызжанабатышеввропалыктилдердечагылдырылышы – булантропоцентрикалуулук, б.а., борбордоадамдынөзүжанаанынденемүчөлөрү – соматизмдертурат.

Адам өзүнүн ой

жүгүртүүсүнадамдынденесимененбайланышкантуруктуубирдиктердинайланасынатоптоптүзүүгөболгонкаалоосубекериненэмес.

Тилдинсоматикалыккубулуштарыэлдинөзгөчөжанаоргиналдуу ой жүгүртүүсүнүнтабиятынбилдирет,

фразеологизмдердинэкспрессивдүүмүнөзүнтолукжана так

сүрөттөйт. Бултуруктуубирдиктербайма-бай тигил же

бултилдесүйлөгүндөрдүнмейкиндикжөнүндөгүтүшүнүктөрүменентыгызбайланыштаболуумененачыкэмоционалдуулукмененмүнөздөлөтжанабелгилүүбиртематикалыктармаккатаандык болот.

Соматикалык компонент менентүзүлгөнтуруктуубирдиктерде, көпкылымдыкэлдиктилдикаң-

сезимининжанатажрыйбанындинамикалык,

менталдыккайталангысбаалуулугукөрүнүптүрат.

Адам өзүнжанабиринчикезектеөзүнүнденесижөнүнүдөтаанып-

билип, аныааламмененокшоштуруп,

курчаптургандүйнөнүжанабүткүлКосмостукабылдайт. Адам

денесининбөлүктөрүмакрокосмостотууракелүүлөргөэжанаалармененокшош: *баш – асман, көз – жылдыз, кан – суу, дене – жер*. Космос

сыяктуу эле, денеборбордук-октунайланасындакуралганжанакарама-каршылыктардачечмеленет, мисалы: *жогору / төмөн, оң / сол,*

алдыңкы / арткы. Адамгаболгонмамилесинентышкарытигил же булөлчөмдүнмаанигеээместиги.

Адамдынборбору – буланынжүрөгү, негизги орган, өзгөчөрухийборбор. Булкомпоненти бар

соматикалык бирдиктер туруктуу сөз айкаштарына камтыйт:
чын жүрөктөн, чын көңүлдөн, *from all my heart, deep in the heart, under the heart* – бүт көңүлүм менен, жүрөгүмдүн тереңинде, чын жүрөктөн.

Дененин эндогору бөлүгүндөгү баштың табигый абалы асман же туракжайдын чатырыно окшошуп турган чокунун символикалык кронуна ыктайт. Дененин жогорку бөлүгүндө ошондой эле маңдай, мурун, ооз, моюн, далы жайгашкан. Адамдын денесинин төмөнкү бөлүгү – булар буттар, согончоктор – ылдыйкы же жердин символдоштурат.

Мурдун көтөрү,
to have the nose in the air, сыяктуу туруктуу бирдиктерде жогорку көтөрүлүү кыймылына көрсөтпөйт, теке бердиктин төмөндөтүлгөн баасы чагылдырылган – *теке берленүү, бой көтөрүү, чоңсунуу* маанилерин берет; *мурдун көтөрүү, to be discouraged, hang up your nose* (англисче) – капа болуу, көңүлчөгүү же иренжүү (көңүлчөгүп, капалануу, кайгылануу маанилеринде көрсөтүлөт); *моюнуна отуруу, to climb on a neck* (англ.) – өзү эч нерсе кылбастан бирөөгө көзкаранды болуу; бирөөнүн багуусунда болуу; *бирөөнөн ийинине жүкартуу, to load on smb. shoulders* (англисче) – биришти кайра башка бирөөгө тапшыруу.

Соматикалык туруктуу туюндуруулар, мисалы:
таманалдыңан жержылып кеткендей эле болду, *the ground is giving way (is slipping from) beneath one's feet* (англ.) төмөндү карай кеткен кыймылды гана эмес, адамдын көңүлүнүн чөгүп тургана абалын чагылдырат – айласыздыкка, үмүтсүздүккө дуушар болуу; жан буттун учуна келүү, *to get cold feet, to have one's heart in one's mouth/throat* – абдан катуу коркуу, бутуна тура албай жыгылуу, жүрөгү оозуна кептелүү *to be ready to drop, to be dead on one's feet* (англ.) – чарчап чаалыгуу, күчү калбай калуу.

Горизонталдык тегиздикте, оң / сол бири-бирине карама-каршылыкты аныктап турганда, дене бойдун жупташкан бөлүктөрүнүн символикасы туюндурулат – көздөр, кулактар, колдор: бетме-бет сүйлөшүү, *to talk about in private, alone with smb.* (англ.); кулагына чейин сазга батуу (аябай карызга батуу), по уши завязнуть (орусча), *get stuck over head and ears* (англ.); ийинештуруу, жакынтуруу (статья плечом к плечу), *stand alongside,*

shouldertoshoulder, sidebyside (англ.); аргатүгөнүү, шылкыйуу (опустить руки), *bedisheartened, beunableto relievethe situation* (англ.).

Соматикалыктуруктуусөзайкаштарда, көкүрөк, каптал, арткыбөлүктөрмененаныкталганоппозициялыкалдыккы / арткы: көкүрөккө-көкүрөк, *face-to-face, бетме-бет* (англ; жанаша (бок о бок), *side by side, cheek by jowl*(англ.) – катар басуу, жакынаралыктаболуунутүшүндүрөт; баш көтөрбөйиштөө (гнуть спину), *toslavesubmissively (forsomeone)* (англ.).

Соматикалыккомпоненти бар туруктуубирдиктер ар кандайтилдердеабданаактивдүүколдонулат. Мисалы, англисжанакыргызтилдериндебаш-head; жүрөк-heart; бут-foot; көз-eyes; кол-hand; мурун-nose; бет-face; кулак-ear; жан-soul; чыканак-elbow; ийин-shoulder, жак-side; сейрекколдонулган: согончок-heel, эриндер-lips, чеке-forehead, тырмак-nail.

Булэлдикфольклордукжаназэлдиклингвистикалыксалттардачоңсанда гысимволдоргобайланыштууэкендигименентүшүндүрүлөт, аларбелгилүүбиртүшүнүктөрдүжанаабалды, ошондой эле конкреттүүэмоциянычагылдырат. Жүрөк, баш, көз, колсыяктуукомпоненттеркөпнерсенианыктап, адамдардынайланасындагыдүйнө, анынжашоосужана орду жөнүндө ар кандайтилдердекандайча ой жүгүртүпжаткандыгынтүшүнүүгөжардам берет.

Соматизмдеркайсыганатилдеболбосун, соматикалыккомпоненти бар туруктуубирдиктерди башка тилдежеткирүүкээдекийынгатурат.

Туруктуубирдиктердинсемантикалыктүзүлүшүүлуттук-маданийтажрыйбаганегизделгенадамдынтилдик-маданийиш-аракетининнатыйжасы катары каралат.

Соматикалыкбирдиктерэмоциялардынтышкыкөрүнүштөрүн же акыл-эс байкайалбайтурганабалдыжанапроцесстердичагылдырат. Алардынсемантикасыныннегизиндекадимкиченемдержатат, аларадамдынакыл-эсининабалынанынсезимдери, ниеттери, тышкыкөрүнүштөргөболгонтолкундоолору проекция аркылууучагылдырылат.

Лингвомаданиятагы

“мейкиндик”концептининнегизгимүнөздөмөлөрүнбизменталдыкөзгө чөлүктөрдүнкөзкарашындачечмелейбиз, башкачаайтканда,

бардыкмүнөздөмөнүнборборунда, жогорудаайтылгандай, негизгинерсе – антропоцентрицизмтурат.

Ар кандай түрдөгү универсалиялар (тилдик кубулуш) лингвомаданий спецификканы билдирбегенине карабастан, “мейкиндик” лингвомаданий концепти кыргыз жана англис тилдериндеги лингвомаданияттары изилденип жаткан феномендин мазмуну жана көрүнүшү жагынан аныкталган универсалдуу жана уникалдуу мүнөздөмөлөрдү ачып берет.

“Мейкиндик” лингвомаданий концепттин көргөзүү ыкмасы (мейкиндиктин негизги мүнөздөмөлөрүн аныктоочу туруктуу бирдиктер) жана анын түшүнүктүк структурасы универсалдуу болуп саналат. Концепт семантикалыкмаанисинегизинен дал келгенкогнитивдикбелгилерининнегизиндетүзүлөт.

“Мейкиндик” лингвомаданий концептинин уникалдуу өзгөчөлүктөрү анын концептуалдык жагына байланыштуу жана менталдыкөзгөчөлүктөрүн аныктоого мүмкүндүк берет.

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WAYS OF PERSONALIZING LANGUAGE LEARNING IN THE EFL CLASSROOM

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Abstract The present study focuses on personalized learning and how it has been applied to English as a foreign language (EFL) learning contexts. For the purposes of the present study, personalized learning signifies a teaching approach which emphasizes learners' role in taking ownership of their learning by regarding them as active individuals.

Keywords: personalizing, education, language learning, approach, EFL.

The idea of 'personalizing' language learning naturally has positive connotations; after all, an 'impersonal classroom' doesn't sound like a very pleasant place to be! But in what ways does personalization actually enhance learning? Primarily, personalization in the classroom can lead to:

- Greater rapport between teacher and student and between the students by sharing information about themselves with each other
- More authentic use of new language and greater emotional effort in learning which aids memorization
- Classroom activities which are more motivational because of their personal relevance to the students.

This article is the first in a series in which I'll be exploring personalization in more depth and looking at practical ways to achieve the benefits listed above. So, let's start by considering how personalization can have an impact on the classroom from day one of a course.

From the very first moment a teacher meets the students, he or she needs to build rapport with them and make sure the students have a positive rapport with each other. This assumption is based on the idea that a friendly classroom with a positive atmosphere is going to be beneficial to learning. Teachers build rapport in different ways; smiling, being enthusiastic and greeting students is a useful start. But more than anything, a teacher needs to use personalization to build rapport. Get to

know your students at a personal level by asking them about their weekend or finding out about their free time. Try to incorporate some of their personal interests into your choice of topics for the course.

When starting a lesson, it's usual to have a lead-in activity which helps students to think about the topic of the lesson. One way is to lead into the lesson with questions that relate to the students on a personal level. For example, imagine the topic of the lesson is on 'Language' and you are considering which of these six questions to ask students to discuss at the beginning. Which three questions out of these six do you think would be most appropriate?

1 "How many languages do you speak?"

2 "Why are some language spoken more than others?"

3 "Which languages are spoken in your country?"

4 "Why are some language disappearing? How can languages be saved?"

5 "Which is your favourite word in English? Why?"

6 "Is it a good thing to have a one global language."

We suspect you probably chose questions 1, 3 and 5 to ask at the beginning of the lesson because they are the personal question which students can answer about themselves without needing any outside world knowledge. Questions 2, 4 and 6 on the other hand are the types of questions which require some external knowledge or information you might find in a reading or listening text. So, as a general rule, a lead-in works more effectively when it draws on the student's own personal knowledge or experience.

Another stage in many lessons is to present a new language point and then ask students to practice it – perhaps with a gap fill exercise. Controlled practice exercises like these are useful and necessary to check student understands of the new language but they can often seem unrelated to the students' own life. If possible, try to use an exercise which involves the student at a personal level. In this extract from the new [Life Elementary Second Edition](#), exercise 1 introduces food vocabulary. Then, exercise 2, instead of asking students to use the words in an impersonal content, ask the students to respond personally to the new vocabulary by stating their preferences and tastes.

Even if the exercise in your course book uses 'impersonal' controlled practice, it's easy enough to add in your own personalization

of the new language. For example, if we had just introduced a lexical set to describe different film genre (e.g. horror, romantic comedy, sci-fi etc) it makes sense for students to say what their favourite type of film is and why. And if we teach them adjectives to describe films (e.g. funny, sad, scary etc) we could ask students to write five sentences about different films they have seen recently, using the new vocabulary.

In this first blog post, we've tried to show how personalization can create a positive learning environment for the learners and teacher. Secondly, we've seen that starting a class at a personal level is also a useful way into any topic and makes it feel accessible. Thirdly, we think we should always try to personalize any new language to make it relevant to the learner. In my next blog post we'll go into more detail and contrast how we strike the right balance between 'shallow' personalization and 'deep' personalization.

Due to the extremely popular nature of the approach, further research into the topic of personalized learning is highly encouraged. The three avenues of research that would be found most advantageous at this time are research into learning results, learner attitudes and motivation, and the process of personalizing teaching. In order to determine the efficiency of the approach in terms of learning results and learner attitudes and motivation, it might be extremely beneficial to conduct a large-scale study that focuses on either one or both of these topics. In addition, a longitudinal study of the process of developing a personalized language classroom, and the process of teachers and students learning to function in that new setting might be useful for practicing educators changing their teaching towards a more personalized approach.

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Incorporation of critical thinking as the 21st century skill in the process of developing writing skills in English language classes

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Abstract The authors believe that writing contributes to the development of critical thinking, understand the acquisition of writing skills as a manifestation of thinking. This is because writing itself is a means of expressing and communicating thoughts. Writing improves thinking because it requires a learner to make their ideas explicit and to evaluate and choose among tools necessary for an effective discourse.

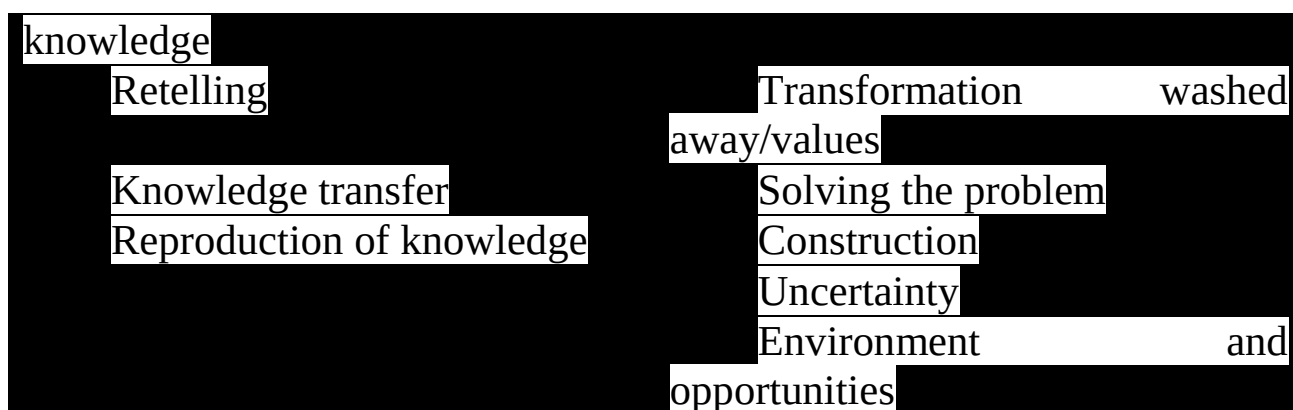
Keywords: critical thinking, writing skill, education, language, development.

In the modern educational process, the issues of educating a motivated, initiative personality of a student focused on success and career, on building and implementing productive scenarios of his life and professional path are becoming increasingly relevant. In this regard, the requirements for the modern educational process significantly exceed the tasks of simple transfer of knowledge from the teacher to students. In the conditions of today's information age, the teacher needs to change from the paradigm of transferring ready-made knowledge more familiar to him/her to teaching schoolchildren methods of their independent extraction, ways of obtaining, comprehending and applying new information they need for their further self-development. As a result of comprehension of the tasks assigned to teachers, their interest in the problem of formation and development of high-level thinking skills among students has increased. Critical thinking is usually explained using various tables and diagrams. The most popular is the Benjamin Blum taxonomy. It is usually depicted as a pyramid of levels of thinking, where the lower—order thinking skills are based - knowledge, understanding and application. And the top 3 levels correspond to higher—order thinking skills - analysis, synthesis and evaluation. And faith in everything — creativity (evaluation, analysis, application, understanding, memorization).

Most of the thought processes characteristic of learning activities in a traditional school corresponds to the levels of knowledge or understanding; they are the most common of the thinking skills. They serve as the base or foundation on which all higher-order thinking skills are built. With each subsequent level, thinking skills become more complex and are used less often. But for the formation of high-level thinking skills, it is necessary and necessary to use high-order thinking skills, namely: the levels of analysis, synthesis, evaluation, and most importantly, the level of creating, which is not represented in Bloom's taxonomy, but is present in subsequent classifications, for example, the taxonomy of Anderson and Kraswall (Anderson, L. W. and David R. Krathwohl). How do B. Bloom and his followers propose to use high-order thinking skills? At the first, lowest level, the level of knowledge (Knowledge Level), the student's activity is reduced only to memorizing and recalling information. Keywords in tasks of this level are reduced to the following: define, describe, name, label, recognize, reproduce, and follow. The second level, the level of understanding (Comprehension Level), is the ability to understand the meaning, to paraphrase the main idea. Keywords in tasks of this level: generalize, transform, defend, paraphrase, interpret, and give examples. The third level, Application of the acquired knowledge (Application Level), requires the student to be able to use information or a concept in a new situation. Keywords in tasks of this level: build, recreate, design, model, predict.

The level of information analysis (Analysis Level) forms high-level thinking skills with the help of the following tasks: compare, contrast, split, highlight, select, differentiate, and break information into parts. The Synthesis Level, on the contrary, is aimed at developing the skills of generalization, combining ideas to create something new, grouping, generalizing, and reconstructing. The Assessment Level of the acquired knowledge (Evaluation Level) is designed to form thinking skills that help the student to make judgments about the value of the information received. Tasks for the formation of this level of thinking contain the words: evaluate, criticize, judge, justify, challenge, support. The list of skills related to lower thinking and higher order thinking is presented in the following table:

Lower-level thinking skills	Higher level thinking skills
Obtaining information and	Manipulation of knowledge



Lower-order skills appear when students are asked to receive or retell certain factual information or use rules or well-known actions. They gain knowledge from simple facts or information and build more complex concepts. To obtain such knowledge, students perform reading tasks, fill out exercise sheets, and follow other specific instructions from the teacher. The learning process boils down to a simple retelling of the knowledge that was taught. More complex tasks require knowledge transfer, in which students must follow prescribed rules and steps. Higher-level thinking skills involve students' ability to manage/manipulate information and ideas in order to change their meaning and meaning, which happens when students collect facts and ideas, synthesize them, generalize, analyze, explain, assume subsequent development or draw a conclusion or interpret a fact or idea. Manipulating ideas allows students to solve problems and develop new understanding and meaning. When students construct their understanding, an element of uncertainty is introduced into the learning process — the teacher cannot know in advance what ideas can be expressed by students. To help students become generators of ideas and knowledge, the teacher's task is to create tasks and situations in the classroom that would allow students to participate and develop higher—level thinking skills. The question may arise—what skills were used by the reader when working with the above material — a lower or higher level of thinking? Of course, it was a job involving lower levels of thinking. It was just a small lecture, just a translation of knowledge directly from the author to the reader. After reading the beginning of this article, the reader at best made notes in his notebook. To broadcast the above information, it was possible to use a presentation form or a handout or video. You can check the understanding of the material with the help of simple exercises; ask to write a few sentences explaining the differences between low and high

levels of thinking. All this matters and these techniques can be used.

But ... if we think about exercises for developing high—level thinking skills, we will ask the question — why are high-level thinking skills so important in modern society, right now - in the 21st century?

Building knowledge, solving problems, the ability to cope with uncertainty has become so important now in learning for one very simple reason — we live in a society where getting information is no longer a problem, getting information has become much easier than before with the help of the Internet, sources such as Wikipedia, Google, etc. — information is now everywhere.

What is becoming particularly important now is how to switch from one type of information to another, how to critically select the information we receive, evaluate it — whether it is true or not, whether it has any bias, etc. it's not so much about receiving and transmitting information, but about what we do with it — that's actually what the meaning and problem of critical thinking is. For the development and application of critical thinking skills, a variety of methods and techniques can be used: the selection of texts and topics; the use of text; a critical approach to language; exercises to separate fact from opinion; the use of images. Let's focus on the first three. The first question that every teacher faces is the selection of topics and texts. It cannot be denied that not all texts found in modern textbooks give students a chance to develop and use their critical thinking skills. Texts can be superficial or even interesting and motivating in a certain sense, but they do not give students the opportunity to critically approach the content. However, with a certain creative approach, any text can be viewed critically. As an example, here is one sentence that can be considered as a text and characterized as critical.

Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we (cannot eat money) (a proverb of the Kre Native American people, 19th century).

In the classroom, however, how much thinking can be triggered by writing depends first and foremost on the choice of writing tasks. Writing tasks like copying or writing down dictated notes do not require cognition of any sort. Higher level writing tasks demanding evaluation, inference, comparison or examination are similarly of no use to the beginning writer who still must learn how to compose ideas. The dilemma of what to

present as writing tasks gets worse with students whose proficiency in English remains low even as they graduate. The importance of writing skills in development of critical thinking skills cannot be overemphasized. Students who excel in writing will have their thinking boosted as well. However, critical thinking skills are undermined when writing tasks are poorly chosen or when students are at a lower level in their writing ability than can benefit their thinking skills however carefully chosen the tasks may be.

In conclusion, it should be noted that the use of various tasks that develop critical thinking in teaching a foreign language can significantly increase the time of speech practice in the classroom for each student, achieve the assimilation of the material by all group members, solve a variety of educational and developmental tasks. The teacher, in turn, becomes the organizer of independent educational, cognitive, communicative, creative activity of students; he has opportunities to improve the learning process, the development of students' communicative competence, the holistic development of their personality.

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WAYS OF FOSTERING LEARNER AUTONOMY IN THE EFL CLASSROOM

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Abstract Nowadays, the concept of learner autonomy has been widely accepted in many countries. It may be said that the development of learner autonomy, to some degree, appears to be universally regarded as an important and general educational goal.

Keywords: fostering, autonomy, education, language, EFL.

Learner autonomy is a problematic term because it is widely confused with self-instruction. It is very difficult to define precisely. Many scholars in this field has debated, for example, whether it is characterized by learner's responsibility or learner's control; whether it is a psychological phenomenon or psychological implications; and whether the development of learner autonomy depends on a complementary teacher autonomy.

Different definitions educators in our country have been advocating the development of learner autonomy as an educational goal since the early 1960's. The concept of learner autonomy has evolved over time. And the argument of learner autonomy is that a learner develops the ability to take charge of his or her own learning. Since the 1980s, learner autonomy has been a universal focus in the western context and more and more studies have been undertaken from the student's perspective. Thus the concern with English teaching and learning has shifted from teachers' teaching to students' learning. North American researchers have taken up the idea and integrated it into the tradition of research about the good language learner. Some west researchers even consider promoting learner autonomy as the ultimate goal of education. Holec, the major influence in discussions about autonomy in language learning, defines autonomy as "the ability to take charge of one's own learning" (Gardner & Miller, 2002, P. 6). Cotterall (1995, P. 195) claims that autonomy is that "the extent to which learners demonstrate the ability to use a set of tactics of taking control of their learning". As a matter of fact, these definitions

share the same features.

Although the term of autonomy is defined differently, it embodies two central features: First, learners should take responsibility for their own learning because all learning can only be carried out by themselves, and they need foster the ability to continue learning after ending their formal education. Second, "taking responsibility" means that learners need take over many processes, which are traditionally manipulated by the teachers, such as the decision on learning objectives, selecting learning methods and evaluating progress. Learner autonomy theories aim at transferring responsibilities for some aspects of the language learning process (such as setting goals, selecting learning strategies, and even evaluating progress) from the teacher to the learner. Learners need help to develop their autonomy learning skills. However, for kinds of reasons, the need for teachers will not decrease, but their roles, including the role of teaching process, will change. Just as some famous foreign writers pointed out, teachers should not be viewed as instructors anymore, but as helps /facilitators, counselors, and learning resources.

In the course of its development, autonomy has become a part of the mainstream of research and practice in terms of language education. As more and more emphases have been laid on the value of personal experience and personal freedom in language teaching, many scholars advocate that, instead of the teacher, the learners should stand in the center of the teaching and learning process. Learners' willingness and ability to transfer their own roles will enable learners to master easily the learning method and obtain more knowledge. In formal educational contexts, teachers must not only help these learners who do not automatically accept responsibility for their learning, but also first provide them with appropriate tools and with opportunities to train them. But before the training, we should pay special attention to the conditions for learner autonomy, for they will largely influence the degree of learners' willingness and ability to take responsibility for their own learning.

According to above statements, we know that learner's positive attitudes may contribute to the development of their potential for autonomy while their negative attitudes may impede their efforts in working towards autonomy. But in the English learning and teaching, teachers need have positive attitudes as the same as learners. All behavior

is controlled by attitudes and experience. Learners' attitudes may either contribute to or hold back the development of their potential for learner autonomy. Dickinson (1995, P. 165) suggests that "taking an active, independent attitude to learning and independently undertaking a learning task, is beneficial to learning: that somehow, personal involvement in decision making leads to more effective learning." Therefore, learners need to know what it means to learn a language and determine whether they should take on responsibility for their learning and whether they are capable of doing so. If a language learner regards learning as his own business and owes his success or failure to himself, he will be more willing to take on responsibility for his own learning. However, if a learner is accustomed to depending on the teacher for his learning, he will be reluctant to take on greater learner responsibility. Autonomous learners are the ones who believe in their ability to learn by themselves or manage their learning. They know where and how to start their learning, monitor their learning process and evaluate their learning outcomes, and adjust their learning strategies to exert their potential for the purpose of achieving success in their learning. But most importantly, they must believe that they play a crucial role in their learning and that they have great confidence in their capability.

Conclusion. Autonomy in language learning is a desirable goal for educational reasons. It advocates that learners should assume more responsibility for their own language learning instead of following teachers' ideas. If learners feel that they can make decisions about their English learning and learn in their own ways, they are more likely to develop a heart need for learning English rather than being forced to learn. It should also be recognized that learner autonomy takes a long time to develop, for it is a long process rather than a short state. Therefore, directing learners towards autonomy may be a rather complicated process. Many learners, even many teachers, are still under the strong influence of the teacher-centered approach, which will make them find it rather difficult to change their roles respectively. At the same time, there are also some difficulties in the autonomous learning way. In some ways, learners may be more aware of themselves and their language study, and further develop language ability. In this way, some need, such as the need of learners' attitudes, motivation and strategies. Besides these, teacher autonomy is necessary in the success of fostering learner

autonomy. Promoting learner autonomy is all about changes and choices. Teachers need to give up the idea of complete independence as the alternative to complete dependence. Only so doing learners acquire skills for life-long learning and make us become skilled English learners.

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UDK 37

FOREIGN LANGUAGE TEST PERFORMANCE AS A WAY OF CONTROL IN A FOREIGN LANGUAGE.

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Abstract

The article reveals the definition and peculiarities of the test as a method of monitoring pupils' knowledge. Moreover, it describes how suitable the test for a foreign language at school and for the reading part of the finals is.

Key words:

the level of knowledge, a foreign language, the test, the finals, educational institutions.

The test is considered to be one of the most effective means of control in teaching a foreign language. Most of the studies in this area met the needs of their time, but they touched upon certain aspects and problems of testing, often by the test were meant only certain types of tasks.

By definition, C.K. Folomkina refers to the test as buildings that have a specific organization, which allows all students to work simultaneously in the same conditions. Test assignments always have an unambiguous solution; determination of the correctness of the answer is carried out using the prepared key. The use of tests for control is advisable because they set the direction of the students' mental activity, teach them to vary the process of processing the perceived information.

As concluded by M.K. Borodulina and A.L. Karlin, work on educational texts serves the implementation of the main methodological tasks of teaching – the introduction and consolidation of language material, the development of speech skills and skills based on verbal and educational-cognitive activity of students. Thus, the main requirement for educational texts is their exemplary nature, i.e. maximum correspondence of the text in content and form as a general methodological concept of the training system, and a specific goal that must be achieved during the work with the text.

Standardized tests are tests that measure individual indicators compared to a population with similar characteristics (for example, students aged 11–16 years or third-year students). Such tests allow the researcher to establish standards or representative indicators for members of the entire population. Standard tests can be conducted with any number of participants, whose performance is then compared with the norms of the main population to determine the current stage of development.

During preparation for the finals, for the successful development of reading skills, teachers should be offered genres and types of texts that are appropriate for the formation of skills tested in the examination paper:

- To read with a basic understanding of the content: newspaper and magazine articles, ads, advertisements, brochures, guidebooks;
- For reading with the restoration of structural and semantic links: newspaper and magazine articles, brochures, popular science texts;
- For reading with a full understanding of the read: excerpts from art literature, newspaper and magazine articles.

It is necessary to explain to students that reading with an understanding of the core does not imply a complete understanding of the entire text. Therefore, students should be taught not to translate every word in the text. Students should be taught to understand the key words

in the text that are necessary for understanding the main content, and not to pay attention to words that do not depend on understanding the main content. Students should pay attention to the correctness and adequacy of the grammatical structure of the sentence and note that the means of logical connection will help them to fully understand the content of the readings.

It is very important to teach students not to be afraid of unfamiliar words in the text and hand over answers to all questions.

The “reading” section in the system of other sections consists of three types of test tasks aimed at testing various skills of students:

Task number 1 will check the understanding of the main content of the texts (for compliance);

Task number 2 checks the understanding of the structural and semantic links of the text (for filling in the gaps);

Task number 3 checks the ability to fully and thoroughly understand the meaning of the text (test of seven questions).

Journalistic, popular science, artistic, and pragmatic texts can be used. For a basic level, these are brief texts of an informational and popular science character; for increased level, journalistic and popular science texts are used, for a high level, artistic and publicist text. To successfully complete the reading section, students should have all kinds of it, have skills in working with test tasks, clearly see the goal and apply different strategies depending on the communicative task.

The main difference between a test and a traditional test is that it always implies measurement. Therefore, the assessment, presented on May following the results of testing, is more objective and independent of the teacher’s possible subjectivity than an assessment for the performance of traditional test work, which is always subjective, because it is based on the teacher’s impression, which is not always free from his personal syllabi antipathies towards that or another student.

The quality of any measuring instrument, including the test, is determined primarily by its reliability and validity

Test in learning a foreign language is conducted to identify:

- 1) The level of achievement in a particular type of activity;
- 2) Abilities to a certain kind of activity;
- 3) Difficulties in mastering one or another type of activity and possible ways to overcome them.

In practice, teachers often have to meet with the tests of the first group. Such tests can measure general skills in speech activity or achieve a certain level of skill in the process of mastering a particular course of study.

Tests can be final or intermediate (thematic).

The final tests are intended to objectively confirm the level of learning achieved by the students. Thematic test is designed to improve the learning process itself.

Testing, like any other control, has its advantages and disadvantages. The main disadvantage of testing is the possibility of guessing, although if there are four possible answers to one question, the percentage of guessing one correct one is extremely small. Also among the shortcomings of testing can be distinguished the lack or complete absence of textbooks with a test form of tasks and a relatively small number of specialists who are good at testing in education. And finally, the teacher does not see the depth of students' knowledge; he can only judge the surface how widely they know his subject. Testing also has several advantages over other methods control in education. In our opinion, this is a high speed of checking the quality of acquired knowledge and skills; the implementation of full coverage of educational material; the absence of such factors as the mood of the teacher, his level of qualification in evaluating the answers; objectivity of evaluation; focus on modern technologies and requirements in education; reduction of task execution time.

Thus, the test results can be used to assess the level of students' learning, to select them in one or another educational institution, to certify their achievements in a certain type of activity (for an academic subject), to be distributed into study groups depending on the achieved level.

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MAKTABGACHA TA'LIMDA TIL O'RGATISH

KONSEPSIYA VA TAMOYILLARI

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ANNOTATSIYA: Maqolada maktabgacha yoshdagi bolalar uchun ingliz tilini chet tili sifatida o'qitish metodikasining dolzarb muammosi ko'rib chiqiladi. Inson shaxsini tadqiq qilishga turli nuqtai-nazardan yondashuvi va mazkur muammoning mohiyatini turlicha talqin etiladi. Ma'lumki, har bir davr o'zining muhim hayotiy sharoitlari, ehtiyojlari va faoliyati, o'ziga xos qarama-qarshiliklari, psixikasining sifat xususiyatlari va psixik jihatdan xarakterligi sifatlarining hosil bo'lishi bilan ajralib turadi. Har bir davr o'zidan oldingi davr tomonidan tayyorlanib, uning asosida shakllanishi va o'z navbatida, o'zidan keyingi davrning paydo bo'lishi uchun asos bo'lib xizmat qiladi. Shu o'rinda psixologiyada mavjud yosh davrlarini tabaqalash nazariyalariga urg'u berib o'tish nazarda tutilgan.

ANNOTATION:The article examines the actual problem of teaching English as a foreign language for preschool children. The approach to the research of human personality from different points of view and the essence of this problem are interpreted in different ways. It is known that each era is distinguished by its important life conditions, needs and activities, its own contradictions, the qualitative features of its psyche and the formation of psychologically characteristic qualities. Each period is prepared by the period before it and serves as a basis for its formation and, in turn, the emergence of the period after it. At this point,

it is intended to emphasize the theories of classification of age periods existing in psychology.

АННОТАЦИЯ: В статье рассматривается актуальная проблема обучения детей дошкольного возраста английскому языку как иностранному. Подход к исследованию личности человека с разных точек зрения и сущность этой проблемы интерпретируются по-разному. Известно, что каждая эпоха отличается своими важными условиями жизни, потребностями и деятельностью, своими противоречиями, качественными особенностями своей психики и формированием психологически характерных качеств. Каждый период подготавливается предшествующим ему периодом и служит основой для его формирования и, в свою очередь, возникновения периода после него. Здесь же предполагается подчеркнуть существующие в психологии теории классификации возрастных периодов.

Ilk bolalik va maktabga chayoshdagi bolalarning psixologik xususiyatlarini ilmiy, nazariy jihatlarini o'rganish oily pedagogic ta'limda muhim amaliy ahamiyat kasb etadi. Shu nuqtai nazardan ta'kidlash lozimki, jamiyat - bu insonlar, shu jumladan bolalar muammosi majmuidir. Demokratik jamiyatning rivojlanishi va ma'naviy salohiyati ko'p jixatdan ana shu bolalarga beriladigan psixologik, tarbiyaviy ta'lim mazmuniga bog'liq. Har bir bola jamiyatda yashar ekan, u unda o'ziga xos o'rin va mustaqil mavqye egallashga intiladi, shuning uchun u o'ziga xos intilish, layoqat va faollik, intellektual mehnat namunalari namoyish etadi. Bolalar o'rtasidagi o'zaro munosabatlarni hamda har bir shaxsning jamiyatdagi o'rnini va uning turlicha ijtimoiy munosabatlari tabiatini o'rganuvchi qator pedagogik fanlar mavjud bo'lib, ularning orasida psixologiya alohida o'rin egallaydi. Pedagogik psixologiya fani bolalar shaxsining tarkib topishini va ularni o'qitish masalalarini o'rganar ekan, birinchi navbatda bolalar psixologiyasi bilan maxkam bog'likdir, chunki bolalarning yosh va individual xususiyatlarini xisobga olmay turib, o'quvchilar shaxsining tarkib topishini, ularni o'qitish va tarbiyalashning psixologik qonuniyatlarini aniqlab bulmaydi. Ruspedagogi K.D. Ushinskiyning asarlarida pedagogik, psixologik g'oyalarning rivojlanishiga katta xisabo'lib qo'shildi. Jumladan u "Inson tarbiya predmeti sifatida" nomli asarida shunday deb yozadi. Insonni xar tomonlama tarbiyalaydigan pedagog uni xar

tomonlama bilishi kerak. XIX asrning oxiri XX asrning boshlarida pedagogikada pedagogik eksperimentni ko'llashning maxsus yo'llari topildi. Umumiy psixologiyadagi eksperimentning sezilarli yutuklari (Veber va Fexner tomonidan psixofizik konunlarning ochilishi, Lebengaus tomonidan xotiraning o'rganilishi) uni yosh va pedagogik-psixologiyada xam ko'llash imkonini beradi. Pus psixolog L.S.Vigotskiy bolaning psixik rivojlanishida ta'lim va tarbiyaning yetakchilik roli bor, degan qoidani birinchi bo'lib ilgari surdi va uni: ta'lim rivojlanishdan oldinda boradi va uni o'z orqasidan ergashtirib olib boradi, deb aniq ifodalab beradi. L.S.Vigotskiyning psixologiyaga kiritgan «psixik taraqqiyotning eng yaqin zonasi» tushunchasi muxim ahamiyat kasb etadi. Buning asl mohiyati, bolaning mustaqil faoliyat kattalar bilan hamkorlikda, uning rahbarligida amalga oshiriladi. L.S.Vigotskiy tomonidan kiritilgan «psixik taraqqiyotning eng yaqin zonasi» tushunchasi «ta'lim taraqqiyotdan oldinda boradi» degan umumiy qoidaning yaqqol mazmunini tushunish uchun imkoniyat yaratadi, E.Torndayk va J.Piajening ta'lim bilan taraqqiyotni ayni bir narsa deb tushuntirishiga qaramay L.S.Vigotskiy: «Bola taraqqiyotinn hech mahal maktab ta'limidan tashqaridagi soya deb hisoblash mumkin emas», - deb ta'kidlaydi Psixolog-olimlardan V.V.Davidov, P.Ya.Galperin, D.B.Elkonin, N.A.Menchinskaya, A.A.Lyublinskaya, E.G.Goziyevlar o'z tadqiqotlarida ta'limning taraqqiyotdagi yetakchi rolini ta'kidlashadi. Psixik taraqqiyotning omillari va sharoitlari aniqlab olingan taqdirda ham, psixikada yuzaga keladigan o'zgarishlarning manbalari, psixik rivojlanishni harakatta keltiruvchi kuchlar nimalardan iborat, degan savolning tugilishi, tabiiydir. Bolaning psixik rivojlanishini harakatlar keltiruvchi kuchlar murakkab va turli tumandir. Rivojlanishning mohiyatini qarama-qarshiliklar ko'rashidan, ichki ziddiyatlar bolaning, psixik rivojlanishini bevosita harakatta keltiruvchi kuchlar, ta'lim va tarbiya jarayonida yuzaga keladigan hamda bartaraf qilinadigan eskilik va yangilik o'rtasidagi qarama-qarshiliklardan iboratdir. Bunday ziddiyatlarga, masalan, faoliyat tomonidan yuzaga keladigan yangi ehtiyojlar bilan ularni qondirish imkoniyatlari o'rtasidagi ziddiyatlar; bolaning o'sib borayotgan jismoniy va ruhiy imkoniyatlari bilan esa, tarkib topgan o'zaro munosabat shakllari va faoliyat turlari o'rtasidagi ziddiyatlar; jamiyat, jamoa, katta odamlar tomonidan kundan-kunga ortib borayotgan talablar bilan psixik taraqqiyotning mazkur darajasi

o'rtasidagi ziddiyatlar qiradi. Masalan, kichik maktab yoshidagi o'quvchida mustaqil irodaviy faoliyatga nisbatan bo'lgan tayyorlik bilan xatti-harakatlarning mavjud vaziyatga yoki bevosita ichki kechinmalarga bog'liqligi o'rtasida ziddiyat mavjuddir o'smirlarda esa eng kuchli ziddiyatlar bir tomondan, uning o'ziga, o'zi baho berishi va o'z talablari darajasi va ikkinchi tomondan, atrofdagilarning unga nisbatan bo'lgan munosabatlari haqidagi ichki kechinmasi o'rtasida. Shuningdek, o'zining jamoadagi real mavqeyi to'g'risidagi ichki kechinmasi o'qishsada, katta odamlar hayotida to'la huquqli a'zo sifatida qatnashishi ehtiyoji bilan bunga o'z imkoniyatlarining mos kelmasligi o'rtasida paydo bo'ladi. Ko'rsatilgan barcha ziddiyatlar birmuncha yuqori darajadagi psixik faoliyatlarni tarkib toptirish orqali bartaraf qilinadi. Natijada bola psixik rivojlanishning yanada yuksakroq bosqichiga ko'tariladi. Ehtiyoj qondiriladi - ziddiyat yo'qoladi. Biroq qondirilgan ehtiyoj, yangi ehtiyojni tug'diradi. Bu ziddiyat boshqa bir ziddiyat bilan almashinadi, taraqqiyot davom etadi. Rivojlanish faqat sof miqdor o'zgarishlari jarayonidan, ya'ni qandaydir psixik hodisalarning, xususiyat va sifatlarning ko'payishi yoki kamayishidan iborat bo'lib qolmay, balki sifat jihatdan yangi xususiyatlarning, ya'ni yangidan hosil qilingan sifatlarning paydo bo'lishi bilan bog'likdir. Psixologlar psixik rivojlanishning umumiy qonuniyatlari borligini qayd etib ko'rsatmoqdalar. Biroq muhit ta'siriga nisbatan bu qonuniyatlar ikkilamchidir, chunki bu qonuniyatlarning o'ziga xos xususiyatlari hayot sharoitiga, faoliyatta va tarbiyaga bog'liqdir. Mana shunday umumiy qonuniyatlarga birinchi navbatda psixik rivojlanishning notekisligi qiradi. Buning mohiyati shundan iboratki, har qanday sharoitda, hatto ta'lim va tarbiyaning eng qo'lay sharoitlarida ham shaxsning turli psixik belgilari, funksiyalari va xususiyatlari rivojlanishning bitta darajasida to'xtab turmaydi. Bolaning ayrim yosh davrlarida psixikaning u yoki bu yo'nalishlarida rivojlanish uchun nihoyatda qulay sharoitlar paydo bo'ladi va bu sharoitlarning ba'zilar vaqtinchalik, o'tkinchi xarakterda bo'ladi. U yoki bu psixik xususiyatlar va sifatlarning rivojlanishi uchun eng qulay sharoitlar bo'lgan ana shunday yosh davrlari senzitiv davrlar deb ataladi. (L.S.Vigotskiy, A.N.Leontyev). Bunday senzitivaik davrining mavjudligiga miyaning organik jihatdan yetilgan qonuniyati ham, ayrim psixik jarayonlar va xususiyatlar ham, hayotiy tajriba ham sabab bo'ladi. Shunday qilib, bolaning, maktab o'quvchisining psixik rivojlanishi - murakkab

taraqqiyot jarayonidir. Psixologiya fanida yosh davrlarini tabaqalash bo'yicha turlicha usullar mavjuddir. Bu inson shaxsini tadqiq qilishga turli nuqtai-nazardan yondashuvi va mazkur muammoning mohiyatini turlicha eritadi. Ma'lumki, har bir davr o'zining muhim hayotiy sharoitlari, ehtiyojlari va faoliyati, o'ziga xos qarama-qarshiliklari, psixikasining sifat xususiyatlari va psixik jihatdan xarakterligi sifatlarining hosil bo'lishi bilan ajralib turadi. Har bir davr o'zidan oldingi davr tomonidan tayyorlanib, uning asosida shakllanishi va o'z navbatida, o'zidan keyingi davrning paydo bo'lishi uchun asos bo'lib xizmat qiladi. Shu o'rinda psixologiyada mavjud yosh davrlarini tabaqalash nazariyalariga urg'u berib o'tish maqsadga muvofiqdir.

Shveysariyalik psixolog J. Piagetning aql-idrok nazariyasi, aql-idrok funksiyalari hamda uning davrlari haqidagi ta'limotni o'z ichiga oladi. Aql-idrokning asosiy vazifalari, moslashish va ko'nikishdan iborat bo'lib, bu uning doimiy vazifalar turkumini Tashkil etadi. Muallif, bola aql-idrokini quyidagi psixik rivojlanish davrlariga tasniflaydi:

1. sensomotor intellekti-tug'ilgandan 2 yoshgacha;
2. operatsiyagacha tafakkur-davri - 2 yoshdan 7 yoshgacha;
3. aniq operatsiyalar davri-7,8 yoshdan 11, 12 yoshgacha;
4. rasmiy operatsiyalar davri. Fransuz psixologi A. Vallon esa yosh davrlarini quyidagi bosqichlarga ajratadi:

- 1) homilaning ona qornidagi davri;
- 2) impulsiv harakat davri - tug'ilgandan 6 oylikkacha;
- 3) his-tuyg'u davri (emosional) - 6 oylikdan 1 yoshgacha;
- 4) sensomotor (idrok bilan harakatning uyg'unlashuvi) davri 1 yoshdan 3 yoshgacha;

- 5) personologizm (shaxsga aylanish) davri - 3 yoshdan - 5 yoshgacha;
- 6) farqlash davri - 6 yoshdan - 11 yoshgacha;

- 7) jinsiy yetilish va o'spirinlik davri - 12 yoshdan -18 yoshgacha.

Rus psixologiyasidagi yosh davrlarini tabaqalash muammosi dastlab L.S. Vigotskiy, P.P. Blonskiy, B.G. Ananyev singari yirik psixologlarning asarlarida o'z aksini topa boshlagan. Keyinchalik bu muammo bilan shug'ullanuvchilar safi ortib bordi, shu bois yosh davrlarini tasniflash muammosi o'zining kelib chiqishi, Ilmiy manbai, rivojlanish jarayonlariga yondashilishi nuqtai nazaridan bir-biridan keskin farq qiladi, Hozirgi vaqtda yosh davrlarini tabaqalash yuzasidan mulohaza yuritishda olimlarning Ilmiy qarashlarini muayyan guruhlariga ajratish va

ularning mohiyatini ochish maqsadga muvofiqdir. L.S.Vigotskiy psixologlarning yosh davrlarini tabaqalash nazariyalarini tanqidiy tahlil qilib, muayyan rivojlanishni vujudga keltiruvchi ruhiy yangilanishlarga tayanib, yosh davrlarini quyidagi bosqichlarga ajratadi; 1.Chaqaloqlik davri inqirozm

2. Go'daklik davri - 2 oylikdan 1 yoshgacha, bir yoshdagi inqiroz.

3. Ilx bolalik davri - 1 yoshdan 3 yoshgacha - 3 yoshdagi inqiroz.

4. Maktabgacha davr - 3 yoshdan 7 yoshgacha - 7 yoshdagi inqiroz.

5. Maktab yoshi davri - 8 yoshdan 12 yoshgacha - 13 yoshdagi inqiroz.

6. Puberdat (jinsiy yetilish) davri - 14 yoshdan 18 yoshgacha, yoshdagi inqiroz. L.S.Vigotskiy o'zining yosh davrlarini tabaqalash nazariyasini ilmiy asoslab, ta'riflab bera olgan. Olim eng muhim psixik yangilanishlar haqida Ilmiy va amaliy ahamiyatga molik mulohazalar bildirgan. Biroq, bu mulohazalarda ancha munozarali, bahodi o'rinlar ham mavjud. Umuman L.S.Vigotskiyning yosh davrlarini tabaqalash nazariyasi Ilmiy tarixiy ahamiyatiga ega, uning rivojlanishni amalga oshiruvchi inqirozlar to'g'risidagi mulohazali va olga surgan g'oyalari hozirgi kunning talablariga mosdir. D.B.Elkoninning tasnifi yetakchi faoliyat (A.N.Leontyev) nazariyasiga, har qaysi rivojlanish pallasida biror faoliyatning ustunlik qilishi mumkinligiga asoslanadi, Yetakchi faoliyatning inson shaxs sifatida kamol topishidagi roli, nazariyaning asosiy mohiyatini Tashqil qiladi. D.B.Elkonin yosh davrlarini quyidagi bosqichlarga ajratishni lozim toshdi:

1. Go'daklik davri - tug'ilgandan 1 yoshgacha - yetakchi faoliyat - bevosita emosional muloqot;

2. Ilk bolalik davri - 1 yoshdan 3 yoshgacha - yetakchi faoliyat - predmetlar bilan nozik harakatlar qilish;

3. Maktabgacha davr - 3 yoshdan 7 yoshgacha - rolli o'yinlar;

4. Kichik maktab yoshi davri - 7 yoshdan 10 yoshgacha - o'qish;

5. Kichik o'smirlik davri - 10 yoshdan 15 yoshgacha - shaxsning intim (dilkash, samimiy) muloqot;

6. Katta o'smirlik yoki ilk uspirimli davri - 16 yoshdan 17 yoshgacha; - yetakchi faoliyat - o'qish, kasb tanlash davri. D.B.Elkonin tasnifini ko'pchilik psixologlar tomonidan e'tirof etilsa-da, biroq uning birmuncha munozarali tomonlari mavjud.Umuman D.B.Elkoninning mazkur nazariyasi psixologiya fanida, ayniqsa yosh davrlari

psixologiyasida muhim o'rin tutadi. Bolalar psixologiyasi fanining yirik namoyandasi A.A.Lyublinskaya inson kamolotini yosh davrlarga ajratishda faoliyat nuqtai nazaridan yondashib, quyidagi davrlarni atroflicha ifodalaydi;

1. Chaqaloqlik davri - tug'ilgandan bir oylikkacha;
2. Kichik maktabgacha davr - 1 oylikdan 1 yoshgacha;
3. Maktabgacha tarbiyadan avvalgi davr -1 yoshdan 3 yoshgacha;
4. Maktabgacha tarbiya davri - 3 yoshdan 5 yoshgacha;
5. Kichik maktab yoshi davri - 7 yoshdan 11, 12 yoshgacha;
6. O'rta maktab yoshi davri (uspirin) - 13 yoshdan 15 yoshgacha;
7. Katta maktab yoshi davri-15 yoshdan 18 yoshgacha.

Pedagogik psixologiyaning taniqli namoyondasi B.A.Kruteskiy insonning ontogenetik kamolotini quyidagi bosqichlardan iboratligini ta'kidlaydi:

1. Chaqaloklik (tug'ilgandan 10 kunlikkacha);
2. Go'daklik (10 kunlikdan 1 yoshgacha);
3. Ilk bolalik (1 yoshdan 3 yoshgacha);
4. Bog'chagacha davr (3 yoshdan 5 yoshgacha};
5. Bog'cha yoshi (5 yoshdan 7 yoshgacha);
6. Kichik maktab yoshi (7 yoshdan 11 yoshgacha);
7. O'smirlik (11 yoshdan 15 yoshgacha);

8. Ilk o'spirinlik yoki katta maktab yoshi (15 yoshdan 18 yoshgacha). Yuqoridagi har ikkala tasnif puxtaligidan, ularga qanday nuqtai nazardan yondashilganligidan qat'iy nazar inson kamolotini tula ifodalab berishga o'zlik qiladi. Mazkur nazariyalar insonning shaxs sifatida shakllanishi bosqichlari haqida ko'proq ma'lumot beradi, xolos. Ularda yoshlik, yetuklik qarilik davrlarining xususiyatlari, qonuniyatlari to'g'risida nazariy va amaliy ma'lumotlar yetishmaydi. Shunga qaramay ular o'qish maktab pedagogik psixologiya fani uchun alohida ahamiyat kasb etadi. Hozirgi zamon psixologiyasining yirik vakili A.V.Petrovskiy inson kamolotiga, shaxsning tarkib topishiga ijtimoiy-psixologik nuhtai nazardan yondashib, shaxsning shakllanishini quyidagi bosqichlarda amalga oshishini ta'kidlaydi:

- 1, Ilk bolalik (maktabgacha tarbiya yoshidan oyadingi davr) - tug'ilganidan 3 yoshgacha.
2. Bolalik davri - 3 yoshdan 7 yoshgacha.
3. Kichik maktab yoshi davri - 7 yoshdan 11 yoshgacha,
4. O'rta maktab yoshi (o'smirlik) davri - 11 yoshdan 15 yoshgacha

5. Yuqori sinf o'quvchisi (ilk o'spirinlik) davri - 15 yoshdan 17 yoshgacha. A.V.Petrovskiyning tasnifi mukammal bo'lsa-da, kamolotning oraliq bosqichlarini, ularning o'ziga xos xususiyatlarini ifodalamaydi. Baholanki, o'sish ijtimoiy qoidalarga muvofiqmi yoki aksincha, qanday bo'lishidan qat'iy nazar, har ikkala yo'nalishning ham oraliq jabhalari bulishy ehtimoldan holi emas. Ma'lumki, har bir yosh davr, o'ziga xos xususiyatlar bilan belgilanadi, bo'larga: oilada va maktabda bola holatining o'zgarishi, ta'lim va tarbiya shakllarining o'zgarishi hamda bolaning yangi faoliyat turlari, organizmdagi ayrim xususiyatlarning yetilishi singari jarayonlarni qiritish mumkin. Hozirgi zamon psixologiyasida yosh davrlarini shu nuhtai nazardan tabaqalash maqsadga muvofiqdir:

1. Ilk bolalik davri - tug'ilgandan 3 yoshgacha;
2. Bog'cha davri - 3 yoshdan 6, 7 yoshgacha;
3. Kichik maktab yoshi davri - 6, 7 yoshdan 10, 11 yoshgacha;
4. O'rta maktab yoshi (o'smirlik davri) - 10, 11 yoshdan 14, 15 yoshgacha;

5. Ilk o'spirinlik (kollej va lisey o'quvchilari) 14, 15 yoshdan 17, 18 yoshgacha. Umuman, psixologlar tomonidan yosh davrlarini tabaqalashtirishning puxta, ilmiy-metodologik negizga ega bo'lgan qator nazariyalari ishlab chiqilgan. Hozirgi kunda ular ontogenetik qonuniyatlarni yoritishga katta hissa qo'shib, uning nazariy va amaliy muammolarini hal qilishda muhim o'rin egallab kelmoqda. Biroq, shunday bo'lsada, hozir ontogenezni to'la yoritishga xizmat qila oladigan nazariyasini yaratish zaruriyati mavjuddir.

1-3 yoshdagi bola shakllanishda psixik rivojlanishning o'ta ahamiyatliligini inobatga olgan holda, ayrim psixologlar (R.Zazzo) inson tug'ilganidan to yetuklik davrigacha bo'lgan psixik rivojlanishining taxminan o'qishlari, 3 yoshga to'g'ri keladi, degan mulohazani bildiradilar. Bu yoshdan boshlab, bolalar predmetlarni o'rganish olamiga qadam quyadilar. U endi kattalar bilan nutq orqali muomala-munosabatda bola oladi va sodda axloq qoidalariga amal qila boshladilar. Kattalar bilan bo'ladigan muloqoti tufayli bola atrof hayot haqida ko'proq ma'lumot oladi. Nutq - bu yoshlarda nafaqat muloqot, balki bola tafakko'rining rivojlanishi va o'zini-o'zi, shuningdek, bilish jarayonlarini boshqarish vositasi bo'lib ham xizmat qiladi.

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Scientific-theoretical and practical foundations of using modern pedagogical technologies, improving the quality and content of education in higher, secondary special and professional educational institutions

APPLICATION OF MODERN PEDAGOGICAL TECHNOLOGIES IN EDUCATION AND THEIR EFFECT ON THE STUDENT.

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Annotation - *In our country, which is rapidly developing due to national independence, it is one of the urgent tasks to raise the level of education of the young generation to meet the requirements of world standards, to be aware of scientific and technical innovations, to be able to think independently, to enter life boldly, to be entrepreneurs, and to be spiritually mature. This requires, first of all, to improve the science of pedagogy and the educational system based on modern technologies.*

Keywords: Pedagogical technology, competence, psychological influence, pedagogy

Abstract -*In our country, which is rapidly developing due to national independence, it is one of the urgent tasks to raise the level of education of the young generation to meet the requirements of world standards, to be aware of scientific and technical innovations, to be able to think independently, to enter life boldly, to be entrepreneurs, and to be spiritually mature. This requires, first of all, to improve the science of pedagogy and the educational system based on modern technologies.*

INTRODUCTION

Currently, in modern educational conditions, teaching methods are experiencing a difficult period related to changing educational goals, developing a new generation state education standard based on a

competency-based approach. The application of the methodology of science to pedagogical practice involves the use of theoretical views and advanced pedagogical technologies recognized in the world pedagogical experience and giving effective results. They are the ways of liberalizing the educational activity of the individual, the principles of choosing the content of education and the implementation of the educational process, the theory of polytechnic and vocational education, the concept of combining education with socially useful work, education- It is manifested in the organization based on the physiological laws of the educational process.

Any pedagogical innovation is based on an idea. The idea is based on the interaction of the teacher with the children, that is:

- Creating a situation of psychological unity in the classroom; to ensure that each student expresses his/her own personality;
- Choosing a unique way of communication for each methodical approach;
- Managing student initiatives and others.

In this, the teacher finds a way through his didactic methods and organizational forms to penetrate the heart of each student. All these are didactic findings, pedagogical discoveries, in short, new pedagogical technologies. The controllability of pedagogical technology is that it has the ability to plan, diagnose, evaluate, correct and make changes in the educational process. In this case, the expected result of education is achieved, time is saved, which is the result of pedagogical technology. The vitality of pedagogical technology means that the developed model should have the same effect when used by other pedagogues. The teacher improves ways, methods, teaching forms and tools that activate the student and are convenient for him and the learner. For this reason, the term "pedagogical innovation" is taking a strong place among the terms "pedagogical technology", "didactic technology", and "educational technology".

Modern technologies make it possible to form and develop scientific and educational knowledge and skills, and develop positive motivation for learning in the process of active multi-level cognitive activity of students in an emotionally comfortable environment. At the current stage, the concept of pedagogical technology is actively used in pedagogical practice. However, there are great differences in its understanding and

application, as well as many definitions given by different scientists, for example, B.T. Likhachev, V.P. Bespalko, I.P. Volkov, V.M. understanding is a meaningful generalization that incorporates the meanings of all definitions of pedagogical technology. various authors. According to G.K.Selevko, the concept of "pedagogical technology" can be expressed in three aspects:

1) scientific: pedagogical technologies - the part that studies and develops the goals, content and teaching methods of the science of pedagogy and designs pedagogical processes;

2) procedural and descriptive: a description (algorithm) of the process, a set of goals, content, methods and tools to achieve the planned educational results;

3) procedurally effective: implementation of the technological (pedagogical) process, the operation of all personal, instrumental and methodological pedagogical tools. it functions both as a system of principles and regulators and as a real educational process.

Of course, every teacher makes sure that students are deeply interested in their subject, that they not only write lectures without thinking, but also understand what is being said, think logically, that each lesson is not a burden, but that each he wants the lesson not to be a burden.

Modern pedagogical technologies have made learning more interactive and engaging, allowing students to be more involved in the learning process. Through games, simulations, and interactive learning platforms, students can easily engage with the content and retain more information.

Personalized Learning: With modern pedagogical technologies, teachers can personalize learning for each student, catering to their individual learning needs. This approach allows students to learn at their own pace, which has been shown to improve their overall academic performance.

Increased Collaboration: Modern pedagogical technologies also promote collaboration among students, allowing them to work together on projects, exchange ideas, and solve problems collectively. This approach helps students develop teamwork and leadership skills, which are essential in the modern workplace.

Accessibility: Modern pedagogical technologies have made education more accessible to students from different backgrounds, including those with physical or learning disabilities. With online learning platforms, students can access educational content from anywhere, anytime, making it easier for them to keep up with their studies.

Improved Performance: Studies have shown that the use of modern pedagogical technologies has a positive effect on academic performance. By making learning more engaging, personalized, and accessible, students are more likely to be motivated and retain information better, leading to improved performance.

In conclusion, the application of modern pedagogical technologies in education has had a positive effect on students. These technologies have improved engagement, personalized learning, collaboration, accessibility, and academic performance. As technology continues to advance, it is essential for educators to keep up with these trends to provide the best learning experience for their students.

CONCLUSION

In conclusion, there is a need for a new approach to the design of the educational process and its new organization based on the new educational system, content, curriculum, curricula, and textbooks. Education is a process that is constantly changing. As the society progresses, education also changes in view of the goals of the society. The progress made by humanity in the world of science and technology has a great impact on the modernization of education. For example, the education system of our country is currently undergoing major changes. The goals before him are changing, besides, the introduction of new pedagogical technologies in education in recent years can also serve as proof of our opinion. After all, pedagogical technology is a set of methods, methodological techniques, and forms of organizing educational activities based on the theory of learning and providing planned results.

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PROBLEMS OF USING OF THE TENSES IN UZBEK AND ENGLISH LANGUAGES

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Annotation: In the project work, the actual problem of the methods of teaching English as a foreign language for students of non-philological universities is considered. A system of teaching the category of the tenses of the English language by comparing them with the tenses of the Uzbek language is proposed. A variant of the practical implementation of the main components of the methodological system in the educational complex of exercises and tasks is presented, which allows to outline new and effective methods in teaching foreign languages. This work will be interesting and useful to teachers of foreign languages and other

categories of specialists professionally engaged in the research and application of new methods in teaching languages.

Key words: effective methods, application, main components, foreign language, research, available.

Аннотация: В проектной работе рассматривается актуальная проблема методики преподавания английского языка как иностранного для студентов нефилологических ВУЗов. Предложена система преподавания категории времен английского языка путем сопоставления их с временами узбекского языка. Представлен вариант практического воплощения основных компонентов методической системы в учебном комплексе упражнений и заданий, позволяющие наметить новые и эффективные методы в обучении иностранным языкам. Данная работа будет интересна и полезна преподавателям иностранных языков и другим категориям специалистов, профессионально занимающимся исследованием и применением новых методов в преподавании языков.

Ключевые слова: эффективные методы, применение, основные компоненты, иностранный язык, исследование, доступность.

Аннотация: Ушбу мақолада нофилологик олий юртлар талабалари учун инглиз тилини чет тили сифатида ўқитиш методикасининг долзарб муаммоларидан бири кўриб чиқилди. Ушбу ишда инглиз тилининг замонлар категориясини ўзбек тили замонлари билан таққослаган ҳолда ўқитиш тизими таклиф қилинган. Лойиҳа ишининг асосий қисмини инглиз тилини ўқитишда инновацион ва самарали усуллардан фойдаланган ҳолда бажарилиши лозим бўлган интерактив машқ ва топшириқлар турлари келтирилган. Мазкур иш инглиз тили ўқитувчилари ва чет тилларни ўқитишда янги инновацион усулларни ўрганиш ва уларни амалда қўллаш билан шуғулланадиган бошқа тоифа мутахассислари учун ҳам қизиқарли ва фойдалидир.

Kalitso‘zlar: samarali usullari, qo'llanilishi, asosiy komponentlari, chet tili, tadqiqot.

Among English learners, there are many opinions about the number of tenses in the English language. The broadest one of them states that in English there are more than 26 tenses. [9] But, in fact, in English, there

are only three tenses: present, past and future. But, there is another problem: what are called then "simple (general and repeated action), continuous (progressive and temporary actions), perfect (actions with some results in the present, that is now), perfect continuous (actions lasted for a certain period of time)". [10]

In fact, we should not call them "tenses" but "aspects of time or tenses in English." And in both Uzbek and other languages, these aspects occur as well. "As stated in the Cambridge English grammar glossary (a book on English grammar in an electronic version) "Aspect shows the perspective of the speaker on time as indicated in a verb phrase, particularly if an action is treated as finished or is still in progress or still important at the time of speech. [17] There are two facets of English: perfect and progressive (sometimes called continuous). "All this is very correct and officially true as has been shown in many dictionaries with explanations such as "aspect/ æs.pekt/noun [C or U] specialized the type of a verb that shows how a verb's meaning is considered in relation to time, usually expressing whether an action is total, repeated or continuous, "[uncountable and countable] technical the form of a verb in grammar that shows whether an action is continuing, or happens always, again and again, or once". [14]

Those who say that there are more than 20 tenses in English count them in Active Voice as Present Simple, Present Continuous, Present Perfect, Present Perfect continuous, Past Simple, Past Continuous, Past Perfect, Past Perfect continuous, Future Simple, Future Continuous, Future Perfect, Future Perfect continuous and add available Passive Voice forms of these forms/aspects in Present, Past, and Future tenses. [12]

If this is considered true then there should be the forms of tenses according to the construction "have something done" and others.[20] As it has been given above, there are the aspects in Uzbek too, but not many of the learners of English notice that. And, even if they know about them, only a few of them can explain the rules. Because, the explanation of these rules require deep knowledge of Grammar and rich experience on using the both languages in an advanced level.

But, unfortunately most learners of English learn English Grammar before learning their own grammar of their mother tongue. So, the experience on using grammatical aspects of time is not wide and cannot

give the imagination of their use in its whole view. Analyzing the uses of these aspects in Uzbek we can say that the progressive aspect of time, which is given as “to be + V.ing” in English, can be given with the help of suffixes “-moq, moqda, -yapti” in Uzbek. [4]

It depends on the situation or the style of speech which one to choose “-moq, -moqda” or “-yapti”. “-moq” and “-moqda” are more formal than “-yapti”. Analyzing the other aspects of time in English and in Uzbek we can make this table of expressing the time of actions:

Aspects	InEnglish	InUzbek
PresentSimple	in the 3 rd person singular adding “-s/-es” to the base of a verb	adding “-aman /-asiz/-adi/-amiz/-asizlar/-adilar” to the base of a verb
PresentContinuous	“am /is/are + V. + -ing”	“-moqda, -yapti”
PresentPerfect	“have/has + PastParticiple”	“-ibqo’ydi, -ibbo’ldi, -ibqo’ygan, -ibbo’lgan” and etc.
PresentPerfectContinuous	“have/has + been + V. + -ing”	“-ibkeladi, -ibbo’lyapti, -ibqo’ydi, -ibbo’ldi” and etc.
PastSimpleSimple	Past form of a verb	Adding “-dim /-dingiz/-di/-dik/-dingizlar/-dilar” to the base of a verb
PastContinuous	“was/were + V. + -ing”	“-moqdaedi, -ayotganedi”
PastPerfect	“had + PastParticiple”	“-ibqo’yganedi, -ibbo’lganedi and etc.
PastPerfectContinuous	“had + been + V. + -ing”	“-ibkelayotganedi, -ibbo’layotganedi, -ibqo’yganedi, -ibbo’lganedi” and etc
FutureSimple	“will/shall + V.”	Adding “-aman /-asiz/-adi/-amiz/-

		asizlar/-adilar” to the base of a verb
FutureContinuous	“will/shall + be + V. + -ing”	“-aoytganbo’ladi”
FuturePerfect	“will/shall + have + Past Participle”	“-ibqo’yganbo’ladi, -ibbo’lganbo’ladi”
FuturePerfectContinuous	“will/shall + have + been + V. + -ing”	“-ibkelayotganbo’ladi, -ibbo’layotganbo’ladi, -ibqo’yganbo’ladi, -ibbo’lganbo’ladi” and etc.

As it is shown in the table, there is some resemblance between forming the Present Simple and Future Simple forms of the verbs and between forming the Perfect and Perfect Continuous forms of the verbs in the Uzbek language.

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LINGUOCULTURAL ASPECT OF IDIOMATIC COMPOUND WORDS

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Annotation: The present article is devoted to investigation of English and Uzbek idiomatic expressions or phraseological units which contain culture-related information. They were divided into main groups: idiomatic expressions with the structure of knowledge related to religion, myths and legends, literature, geography, history and culture.

Keywords: idiom, idiomatic expression, phraseological unit, semantics, structures of knowledge, linguo-cultural content

Anotatsiya: Ushbu maqola madaniyatga oid ma'lumotlarni o'z ichiga olgan ingliz va o'zbek tilidagi idiomatik iboralar yoki frazeologik birliklarni o'rganishga bag'ishlangan. Ular asosiy guruhlarga bo'lingan: din, afsona va rivoyatlar, adabiyot, geografiya, tarix va madaniyatga oid bilimlar tarkibiga ega idiomatik iboralar.

Tayanch so'zlar: idioma, idiomatik ifoda, frazeologik birlik, semantika, bilim tuzilmalari, lingvoma-daniy mazmuni.

Аннотация: Данная статья посвящена изучению идиоматических выражений или фразеологизмов в английском и узбекском языках, содержащих культурологическую информацию. Они разделены на основные группы: идиоматические

выражения с содержанием знаний о религии, мифах и легендах, литературе, географии, истории и культуре.

Ключевые слова: идиома, идиоматическое выражение, фразеологизм, семантика, структуры знания, лингвокультурологическое содержание

The objectives of the research: English and Uzbek idiomatic expressions with linguocultural content. The following methods of the research were used: descriptive method, comparative and cross-cultural analysis. Results obtained: linguocultural information in the semantics of English and Uzbek idiomatic expressions has been revealed and approved by numerous examples. **Conclusion:** the structures of religious, mythological, historical, literature-related, geographical and national-specific knowledge have been defined in the meaningful content of idioms.

Idiomatic expressions differ from common word combinations by their fixed structure and stability of the components. Idiomatic expressions or idioms are often called “phraseological units” or “phraseologisms” in linguistic issues. Such units directly reflect people’s culture, way of their life, they are so called “national spirit” of a definite nation.

Phraseology, which is the branch of linguistics that studies idiomatic expressions or phraseological units, always deals with national-cultural content of a language system. It is connected with history of the nation and reveals national mentality of native language speakers.

For example, let’s analyze the English idiom *Damon and Pythias*, which means “very close friends”, “good friends”. When we call two friends by this expression we mean that they are very close and faithful to each other. In the Uzbek language such friends are called by a similar expression: *иккаласи бир тешикка тупуради*. But this idiom belongs to a colloquial style and can’t be used in literary or official style.

In the meaning of idiomatic expressions different aspects of language can be disclosed: religious-moral, social, mythological, historical, etc. Such language units convey significant knowledge about the world picture and people.

Awareness of the special national and cultural identity of phraseological units, initially intuitive and a priori, accompanied phraseology from the very beginning of this linguistic discipline at all stages of its development. Thus, the development of various approaches to

the identification of national-cultural feature in phraseology corresponded to the stages of development of the language image in linguistics.

The interest of linguistics is focused on the background knowledge of native speakers and non-native speakers. Background knowledge is defined as "knowledge of the realities of speakers and listeners, which is the basis of language communication". When studying phraseology in linguo-regional studies, extralinguistic factors reflected in the component to composition of phraseological units are identified and classified. [5]

Special attention to the plan of expression of phraseological units highlights the meaning of historical and etymological interpretation of elements or prototype of phraseological units. Within the framework of the linguistic-cultural approach, the national-cultural originality of phraseological units is expressed in the mention of certain extralinguistic realities that are characteristic of this culture and belong to the background knowledge of native speakers.

Literature has also enriched English phraseology by original images. Names and family names, even nicknames of personages of novels, poems, fairy tales are used in phraseological units to characterize people with similar personal qualities. The work of the great English writer William Shakespeare undoubtedly enriched English phraseology with its unique images and phrases: come out- Herod Herod – to surpass Herod in cruelty; play the jack (or Jack) with somebody – to cheat, deceive someone; Hamlet with Hamlet left out – something devoid of its essence; Hamlet without the Prince of Denmark – something devoid of its essence; king's (Queen's) English – literary English; Cordelia's gift – a soft, gentle female voice; A Daniel come to judgment – an honest, righteous judge (in modern language used ironically):

‘I shall have to toss for it’. He tossed a penny in the air, ‘Muriel will call’, said her father in the tone of a Daniel come to judgement (Compton Mackenzie, “The Rival Monster”). [13]

Shakespeareanism includes the following expressions for men and women: men in buckram – fictional people (for the sake of bragging); dance barefoot – stay an old maid; curled darlings – rich suitors, rich idlers; [5] the faithful Adam – a faithful, old servant (named after a character in the Comedy of W. Shakespeare "As you like it"); better a witty fool than a

foolish wit – better a witty fool than a stupid wit; it's in his buttons – he's lucky, he'll be a success.[14]

However, in modern English phraseology, such units may experience some changes associated with the constant development of the language system: chartered libertine – a person who is allowed to do whatever he wants. The genius and talent of Shakespeare is confirmed by the fact that the images, names, situations and sayings created by him entered not only his native English, but also other languages of the world.[15]

From the novel by Charles Dickens "Oliver Twist" in English phraseology appeared a unit with the nickname of the pickpocket John Dawkins: an Artful Dodger – a scoundrel. Another phraseological unit is associated with the hero of the novel "David Copperfield": King Charles's head – an idea, the subject of insanity. In the novel "Little Dorrit", Charles Dickens calls the bureaucratic institution the Circumlocution Office. The writer John Poole was the creator of the phraseological unit Paul Pry – a man who pokes his nose into other people's affairs, too curious person.[18]

And the famous phraseological unit man Friday (the faithful servant) carries an etymology from the novel "Robinson Crusoe" by Daniel Defoe. That was the name of Crusoe's loyal assistant. [14] In modern phraseology, man Friday means a dedicated assistant in all matters. By analogy, the phraseologism girl Friday was created – a loyal assistant (usually about a girl secretary).[1]

Thus, the character of a proper name is determined by many factors: the geographical environment, culture, history, and religion of the people.

These are just some examples which describe and disclose history and culture of people. In the modern English and Uzbek languages there are hundreds of similar examples of idiomatic expressions which are closely connected with history, geography, literature, myths and legends, religion and culture. They are very interesting for both linguistic-cultural investigations and self-learning and broadening one's outlook as well.[7]

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UDK 30 428

GENERAL VIEWS ON ACTIVITIES AND STRATEGIES TO USE PRE-READING IN CLASSES

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Annotation: This article highlights importance of using pre, while and post reading activities in enhancing ESP students’ reading skills. The purpose of the given work is to show efficiency of interactive reading strategies and methods to arise learners’ reading comprehension. This work consists of theoretical and practical parts. The theoretical part deals with general views to reading activities for ESP classes. More specifically, it draws attention to types of activities which can be used in all stages of teaching. This article will be interesting and useful to teachers

of foreign languages and other categories of specialists professionally engaged in the research and application of new methods in

Key words: young audiences, methods, outlining, practical implementation, oral communication, non-language universities, technologies.

Аннотация: Эта статья подчеркивает важность использования упражнений до, во время и после чтения для улучшения навыков чтения у студентов ESP. Целью данной работы является демонстрация эффективности стратегий и методов интерактивного чтения для формирования понимания прочитанного учащимися. Эта статья состоит из теоретической и практической частей. Теоретическая часть посвящена общим взглядам на деятельность по чтению для занятий ESP. В частности, данная часть обращает внимание на виды деятельности, которые можно использовать на всех этапах обучения.

Ключевые слова: молодежная аудитория, методы, изложение, практическая реализация, устное общение, неязыковые университеты технологии.

Аннотация: Мазкур мақолада талабалар(ESP)нинг ўқиш малакалари оширишда ўқиш олди, ўқиш давомидаги ва ўқишдан сўнг бажариладиган машқларнинг аҳамияти мавзуси кенг ёритилган. Ушбу ишнинг мақсади- В1 даражадаги талабаларнинг ўқиш кўникмаларини ривожлантиришда турли босқич машқларидан фойдаланишнинг самарадорлигини кўрсатиб беришдир. Битирув лойиҳа иши назарий ва амалий қисмлардан иборат бўлиб, унинг назарий қисми талабаларнинг чет тилда ўқиш малакаларини ривожлантиришга бўлган умумий ёндошувларни ролини аниқлайди, асосий мақсад ва вазифаларни очиб беради ҳамда турли машқлар типлари келтирилади.

Калит сўзлар: Ёш аудитория, усуллар, баён қилиш, амлга ошириш, оғзаки мулоқот, тилсиз университетлар, технологиялар.

The goals of Pre-reading stage are to activate the student's knowledge of the subject, to provide any language preparation that might be needed for coping with the passage and, finally to motivate the learners to want to read the text (Celce-Murcia, 1991). Tudor (1989) call pre-reading activities "enabling activities" because they provide a reader with the necessary background to organize activity and to comprehend

the material (these experiences involve understanding the purpose (S) for reading and building a knowledge base necessary for dealing with the content and the structure of the material). They say that pre-reading activities elicit prior knowledge, and focus attention. Various techniques have been suggested by some authors (e.g. Greenall& Swan, 1986) to mobilize existing knowledge including the use of pictures, movies and even role – plays. Research has not determined which of these is the most effective. So teachers are free to experiment according to the nature of reading material and inclinations of their classes (Carrell&Eisterhold, 1983). In an academic setting, however, more formal techniques might be appropriate, of course different scholars listed different types of pre-reading activities, (Celce-Murcia, 1991:225) suggests, Word Association,

A. Discussion and Text Surveys.

Word association tasks generally involve eliciting from the students as many ideas as they can offer regarding the announced subject of the text. Normally their suggestions are written on the board and sometimes arranged into semantic map or “graphic organizer” which indicates how concepts are related to each other. Discussions have also been found to activate what students know and through the exchange of information, to enhance their knowledge of the subject. Discussions can be initiated by simply posing questions about the content of the text or by using “anticipation guide” which is a series of statements often provocative in nature, which are intended to challenge student’s knowledge and beliefs about the content of the passage (Celce-Murcia, 1991:225). Nuttal (1982) claims that discussion promotes the active struggle with the text and students learn the processes of critical thinking that good readers use. Group work is ideal, because in small groups, even the weaker students should be active and learning. The procedure works in almost every level, and discussion can be in L1, if students cannot manage it in the FL.

Text Survey is often, but not exclusively, used with longer stretches of discourse, such as chapter from a textbook, the purpose of this activity is to quickly determine the structure of the piece and to identify the key ideas (Celce-Murcia, 1991). Tudor (1989) gives five other categories of Content-related pre-reading activities (a) pre questions to be answered after reading the text; (b) pre questions to activate the reader’s knowledge about the topic; (c) content organizers (e.g., summaries); (d) predictions based on the title, subheadings, illustrations, or skim reading

of the text; and (e) integrated reading preparation (combining the above). Taglieber (1988) found the last two activity-types (viz. Using illustrations to make predictions, and formulating questions) to be more effective in facilitating EFL student's comprehension than vocabulary pre-teaching. This result is interesting, since it indicates that heightened background knowledge can enable students to use contextual clues to overcome specific vocabulary deficiencies. Taglieber (1988) has indicated three major problems that interfere with reader's comprehension.

1. Lack of vocabulary.
2. Difficulty in using language cues to meaning.
3. Lack of conceptual knowledge.

She claimed that the following practical preceding activities may help address these problems:

1. Pictorial context
2. Pre-questioning
3. Vocabulary Pre-teaching

B.Pictorial Context

Illustrations can be an integral part of ESP courses. The justification is that they make ESP courses more tangible and understandable. Robinson (1991:62) asserted, "as well as print material ... one would expect that for teaching ESP there would be a rich supply of authentic visual and mechanical material"; however, he believed that there is not a great deal of discussion of this in the literature.

In this regard, Wilson (1986) refereed to visual support for the avoidance of problems in the comprehension. She also suggested that visual aids may be exploited as a kind of elicitation strategy. Furthermore, she favored a classroom in which students use illustrations to fulfill a specific task. Ellis (1993:26) stated, "visual stimuli, like verbal stimuli, are organized in comprehension and memory" He further added that the organization for visual stimuli is a consequence of perceptual processing, which is bottom -up, or data-driven, in its earlier stage, but top-down processing is affected by conceptual knowledge later on. As a supporting basis for teaching through illustration, Paivio (1971) proposed the dual coding theory of learning from words and pictures. The theory proposes that learners can construct three types of connections when they are presented with verbal and visual material. McDaniel and Waddill (1994) conducted a research to find out the extent to which

pictures can enhance recall of textually presented information, particularly item specific (detailed) information and relational information. They concluded that providing readers with the requisite comprehension abilities to begin with, pictures enable the extraction and under ordinary circumstances do not encode effectively.

C. Pre-questioning

The questions we are discussing here in pre-reading stage are not intended to test. Their purpose is to make students aware of the way language is used to convey meaning, the questions are not necessarily different from questions in tests, but their purpose and the way they are used is quite different. Nuttall (1982:160) suggests signpost questions would be of great help in pre-questioning. A signpost stands at a crossroads to show travelers the way. [4]

In using signpost questions in pre-reading stage Nuttall (1982) states that you can ask an easy SPQ on the whole text, as an initial top-down activity; and / or you can ask one for each section. Write the SPQ on the board and ask class to read the text silently and find answer. After silent reading, perhaps followed by group discussion check whether they have been able to do this. If a fair number have not, leave it open and explain that you will return to it later avoid giving an answer yourself if you possibly can. Pre-questioning is taught by having the instructor ask questions about a passage and the students answer the questions, through pre-questioning students set purposes for reading, the method is supported by (Johnson, 1981).

D. Vocabulary Pre-teaching

In recent years, authorities in the field of teaching English have rejected the idea of learning vocabulary out of context. Richards (1985) stated that words are organized into an intricate, interlocking system; therefore, they cannot be learned in isolation without considering their related context. [8]

Now this question arises: What kind of context is appropriate for vocabulary pre-teaching? Carter and McCarthy (1988) stated that one cannot pin-point a certain treatment or approach to be the best for all situations and for every level of language knowledge. The student's proficiency level and the nature of the course inevitably demand a certain way of treating this component of language. Explicit vocabulary development and pre-reading activities are very useful when the text or

content can be specified. However, what is also required is for teachers to ensure that students use appropriate strategies to increase their recognition vocabulary when confronted with unfamiliar texts. Tudor (1989) states that for the ESP teacher, a popular approach to this problem is to pre teach the vocabulary required for a specific text. Vocabulary pre-teaching is only one of the possible ways in which the ESP teacher can assist in the activation of appropriate content schemata so as to improve the student's comprehension of texts (Tudor, 1982).

E. Sub-technical Vocabulary

In ESP courses students often have difficulty not with the technical jargon (which usually has a unique L1 equivalent, familiar to students from their specialized studies), but with the common core of semi-technical words that occur in most disciplines. Troublemakers are words like average, approximate, effect, combination, determine. They are needed in most fields of study and are therefore worth attention. The problem, however, is conceptual rather than linguistic. [9]

CONCLUSION

In this project work, we focused on the role of all-stage reading activities in improving learners' reading skills. In the first chapter, theoretical background of reading in ESP and general views to reading activities were described. In the second chapter of the work the implementation of different reading activities to ESP classes was investigated.

The mayor quantity of information that a person receives is through reading, which is useful to improve the vocabulary and the rhetoric forms used in people's profession. Teachers are able to help students to understand reading material in a foreign language and encourage students go deeper into the essence of the material in their own time. The role of the teachers is to motivate learners to improve reading comprehension by various interactive methods. [19]

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UDK 30 428

INGLIZ TILI LEKSIKASINI O'RGATISHNING MAQSAD VA VAZIFALARI

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Annotatsiya: Mazkur maqola leksikani o'rgatish bo'yicha tadqiqotlar va nazariyalarning muhim masalalarini taqdim etadi. Tadqiqotchining fikricha ingliz tili darslarida leksikani o'rgatishda innovatsion pedagogik texnologiyalardan foydalanilganda o'quvchilarining leksik kompetensiyasini rivojlantirishda samaralilik ta'minlanadi.

Kalit so'zlar: lug'at, nazariya, metodik tayyorgarlik, leksika, leksik kompetentsiya, o'quv dasturi, ilmiy-nazariy g'oyalar

Annotation: This article presents important issues of research and theory on the teaching of vocabulary. According to the researcher the use of innovative pedagogical technologies in teaching vocabulary in English lessons ensures effectiveness in developing the lexical competence of students.

Vocabulary: vocabulary, theory, methodical preparation, lexis, lexical competence, assumption, curriculum, scientific and theoretical ideas

Аннотация: Данной статье представлены важные вопросы исследований и теории по обучению лексике. По мнению исследователя, при использовании инновационных педагогических технологий в обучении лексике на уроках английского языка обеспечивается эффективность в развитии лексической компетенции учащихся.

Ключевые слова: лексика, теория, методическая подготовка, лексика, лексическая компетенция, учебная программа, научно-теоретические идеи.

Leksika (yun. lexis — soʻzga oid, lugʻaviy) — tildagi barcha soʻzlar va iboralar yigʻindisi, [tilning lugʻat tarkibi](#).³ Leksika maʼlum qonun-qoidaga boʻysunuvchi izchil va murakkab tizimdan iborat. [Til](#) leksikasi toʻxtovsiz oʻzgarib turadi. Bu hodisa [lugʻat](#) tarkibida yangi soʻzlarning paydo boʻlishi, mavjud soʻzlardan ayrimlarining eskirib, isteʼmoldan chiqishi, leksik maʼnosini uzgartirib, yangi maʼno [kasb](#) etishi kabi jarayonlarda koʻrinadi. [Jamiyat](#) taraqqiyoti va ijtimoiy tuzumning oʻzgarishi bilan uzviy bogʻlangan holda leksika boyib boradi. 20-asrda barcha xalqlar qatori ingliztilileksikasi ham [tezlik](#) bilan oʻsib, taraqqiy etdi. [Ingliz tili](#) leksikasigaham baynalmilal soʻzlar keng koʻlamda kirib keldi. Buning ustiga [fan](#) va turli sohalardagi atamalar ham toʻxtovsiz oʻsib bormoqda. Ingliz tili leksikasida oʻz va oʻzlashgan qatlam, shuningdek, oʻz [qatlam](#) tarkibida umumyeuropa soʻzlar va ulardan yasalgan inglizcha soʻzlar mavjud. Oʻzlashma qatlam tarkibida forsha, arabcha, ruscha-baynalmilal soʻzlar ham [bor](#). Ingliz tili leksikasi zamonaviyligi jihatdan 3 asosiy qatlamlarga bulinadi

1) zamonaviy qatlam — eskilik va yangilik boʻyogiga ega boʻlmagan soʻzlar. Shu qatlamlarga oid soʻzlar ingliz tili leksika sining asosini tashkil qiladi;

³Oʻzbek tilining izohli lugʻati. A.Madvaliev tahriri ostida. — T.: Oʻzbekiston milliy ensiklopediyasi, 2004. — 81 b.

2) eski qatlam — hozirda ham iste'molda bo'lgan istorizmlar, arxaizmlar bu qatlamga kiradi; [3]

3) yangi qatlam — yangi leksika deb xam yuritiladi. Lug'aviy birliklar ishlatilish doirasi jihatdan 2 qatlamga ajratiladi:

- foydalanish doirasi chegaralanmagan so'zlar. Ma'nosi shu tilda so'zlovchilar uchun tushunarli va umumqo'llanish xususiyatiga ega bo'lgan so'zlar umumiste'moldagi chegaralanmagan leksika sanaladi;

- foydalanish doirasi chegaralangan so'zlar — til lug'at tarkibining ajralmas qismi bo'lib, uning tarkibiga dialektal, terminologii kasb-hunar Leksikasi, ilmiy atamalar, [jargon](#) va argolar, vulgarizm va [varvarizmlar](#) kiradi. Lug'aviy birliklar [nutq](#) ko'rinishlari jihatdan adabiy va so'zlashuv nutqiga xoslangan bo'ladi. Leksika atamasi biror [muallif](#) yoki [asar](#) leksikasi kabi [tor](#) ma'noda ham qo'llanadi. Leksikani o'rgatish, tilni o'rgatishning asosini tashkil qiladi. [1]

Nutq uchun material juda zarurdir. Material bo'lmasa nutq sodir bo'lmaydi. Inglizcha nutqni tinglab, o'rgangan so'zlar asosida uning mazmunini tushunish mumkin. O'quvchi, talaba so'zlarni taniy olmasa, bilmasa ma'lumot olmaydi, nutqning mazmuni mavhumligicha qoladi. Tinglab tushunishning leksik tomoni ustida ishlaganda, uni tinglab qabul qila olish, taniy olish mashqlari keng ishlatiladi, chunki leksikani tinglab qabul qilish, taniy olish ham o'z xususiyatiga, qiyinchiligiga egadir.

Gapirish ning leksik tomonini o'ziga xos xususiyati mavjud. O'quvchi va talaba uni bilmasa gapira olmaydi, bilganda ham o'rniga qo'ya bilishi kerak. O'qishning leksik tomoni ham aloqida qiyinchilik tug'diradi. O'quvchi, talaba o'qishda ko'rib qabul qiladi. Shuning asosida o'qib ma'lumot olish, tushunish uchun so'zlarni taniy olish, o'qiy olish, ularning ma'no, mazmunini bilgan, o'rgangan bo'lish kerak. [12]

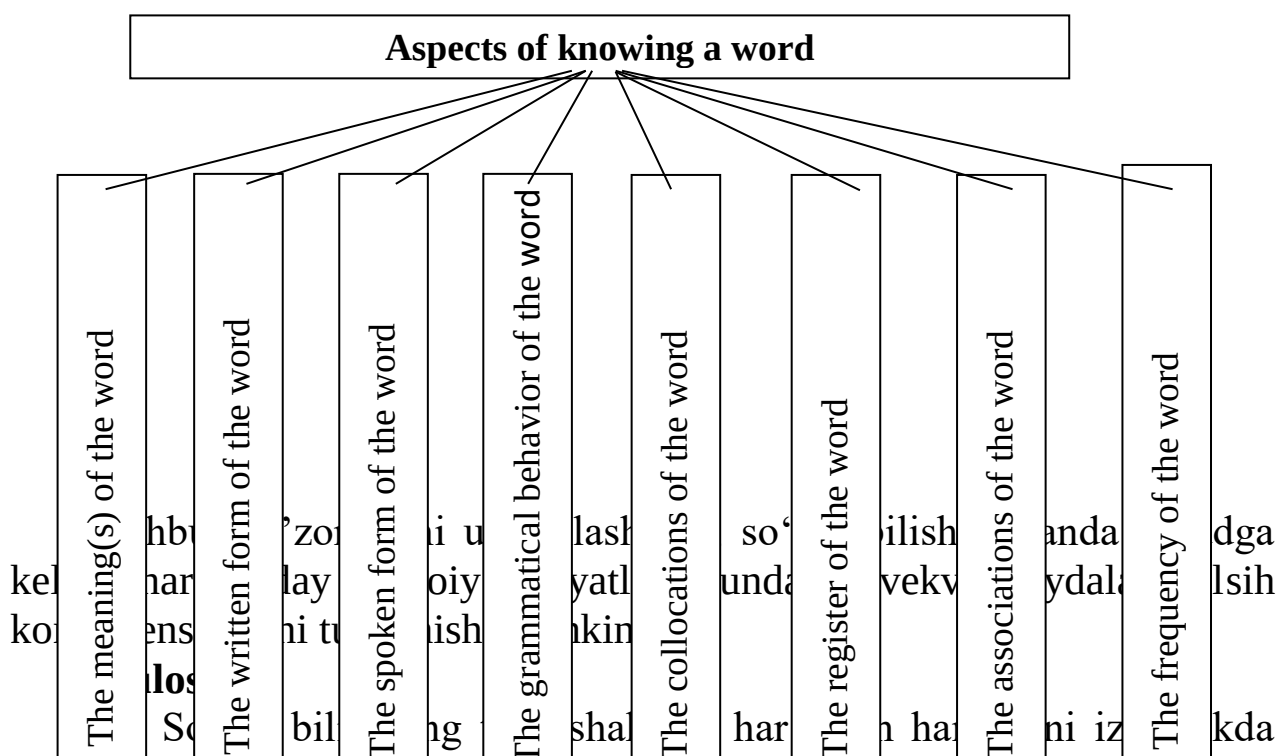
Fikrni yozma bayon qilishning leksik tomoni ustida ham alohida ishlash kerak. O'quvchi, talaba u orqa-li mazmunli, to'g'ri ma'lumot yozib bera olishi uchun so'zni yoza olishi, talaffuz qila olishi, o'qiy olishi zarur. Yuqoridagilardan ko'rinib turibdiki, hammasi uchun leksika kerak. Shu sababdan o'quvchilarga nutq faoliyatlarini o'rgatishda leksikaning o'rni muhimdir. Chet tili dasturi bo'yicha nutq faoliyatlarini o'rgatishda leksik materialni o'rgatish maqsad va vositadir. **Leksika** tildagi so'z boyligi bo'lib u tilda 3.000.000-5.000.000 gacha bo'lishi mumkin. Katta yoshdagi ilmiy kishilar ona tilida 6000-1000000 so'zlar

biladilar. Kundalik hayotda 1500 dan 2500 gacha soʻz ishlatadilar
Lugʻatga kiritilgan soʻzlar quyidagi prinsiplar asosida tanlandi:

- Bogʻlana olish yoki birikish prinsipi
- Stilistik cheklanmaganlik prinsipi
- Semantik prinsip (Nagel, Bolsen)
- Koʻp maʼnoli va tushunarli soʻzlar
- Soʻz yasash prinsipi (eng koʻp maʼnoga ega boʻlgan soʻzlar)
- Nutqda soʻzlanish prinsipi
- Oʻrta maktab uchun moʻljallangan koʻp uchraydigan soʻzlar

Soʻzni tushuna olish layoqati retseptiv bilim deyiladi va u tinglab tushunish va oʻqish bilan bogʻliq. Gapirish va yozuv jarayonida soʻzni hosil qila olish layoqati esa produktiv bilim deyiladi. Oʻzbek va rus tillaridagi adabiyotlarda faol va nafaol (пассив и актив), yaʼni nutq rivojlanish filogenezi va ontogenezidagi izchillik kabi, soʻzlar ham avval retseptiv (nafaol) oʻrganiladi va keyin produktiv (faol) oʻrganilishi mumkin. Lekin har qanday horijiy tilni oʻrganish jarayonida bunday izchillikni chetlab oʻtishga toʻgʻri keladi. Sababi, chet til oʻqitishning dastlabki A1 bosqichida tinglab tushunish yakuniy amaliy maqsad hisoblanadi. A2 daraja uchun esa tinglab tushunish va gapirish kompetensiyalarining egallanishi yakuniy amaliy maqsad sifatida belgilangan boʻlib, oʻqish va yozuv taʼlim vositasi sanaladi. Chet til esa ona tilini egallash jarayonidagi tajribalarga tayanib oʻrganiladi. Misol uchun [brait] soʻzini tinglaganda tushuna olgan va ushbu soʻz ishtirokida gap tuza olgan talaba ushbu soʻzning 'bright' tarzidagi grafik shaklini matnda koʻrganida tushuna olmasligi yoki uni huddi shu tarzda yoza olamsligi mumkin. Hulosa chiqariladigan boʻlinsa soʻzning avval retseptiv yaʼni tinglaganda va koʻrganda oʻrganilishi ham notoʻgʻri boʻlib chiqadi. Bizningcha soʻzning birinchi tinglash (retseptiv), ikkinchi gapirish (produktiv), uchinchi oʻqish (retseptiv), va toʻrtinchi yozuv (produktiv) boshqichlarida oʻrgatilgani maqsadga muvofiq. Albatta chet til oʻqitish metodikasida faqat shu faktlarga asoslanib qolinmaydi. Adabiyotlarda yuqorida qayd etilgan potensial bilimlardan tashqari soʻzni bilishning boshqa mezonlari ham aniqlangan. Masalan,

Neyshon (Nation 1990, p.31) soʻzni bilishning quyidagi meʼzonlarini ishlab chiqqan⁴: 1-rasm



sodir boʻlavermasligini yuqoridagi taʼkidlab oʻtish. Koʻrib chiqqanimizdek, ogʻzaki diskursda foydalana olgan soʻzimizning imloviy toʻgʻri yoza olmasligimiz ham mumkin. Shuningdek, talaba soʻzning orfografik shaklini oʻrgangan boʻlsada, uning turli konteksda turlicha maʼnolarni ifodalashidan habardor boʻlmasligi ham mumkin. Soʻzni bilishning turli shakllari turli bosqichlarda sodir boʻladi va u turli tasodiflarga boydir. Neyshon tomonidan taklif etilgan soʻzni bilish meʼzonlarida leksikaga oid bilimning komponentlari aniq belgilangan. Lekin bu shunchaki tajriba ekanligini unutmasligimiz kerak. Til tajribalari mustahkam bilim va malaka koʻnikma hosil qilishda muhim oʻrin tutadi. Bu tajribalarning taʼsirini hisobga olmasdan, hatlab oʻtish, tashlab ketish mumkin emas. [13]

⁴Nation I.S.P. Learning vocabulary in another language. Victoria University of Wellington: English Language. Institute Occasional Publication No. 19. – 1999.

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**INGLIZ TILI DARSLARIDA INLIZ TILI LEKSIKASINI
O'RGATISHDA O'YINLAR TURLARI ULARNING AHAMIYATI**

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Annotatsiya: Mazkur maqola leksikani o'rgatish bo'yicha tadqiqotlar va nazariyalarning muhim masalalarini taqdim etadi. Unda so'z boyligi darajasi va lug'atni samarali o'rgatishda yetarlicha samara beradigan o'yinlar va ularning turlari yoritilgan. Tadqiqotchining fikricha ingliz tili darslarida leksikani o'rgatishda innovatsion pedagogik texnologiyalardan foydalanilganda o'quvchilarining leksik kompetensiyasini rivojlantirishda samaralik ta'minlanadi.

Kalit so'zlar: o'yinlar, lug'at, nazariya, metodik tayyorgarlik, leksika, leksik kompetentsiya, o'quvdasturi, ilmiy-nazariy'g'oyalar

Annotation: This article presents important issues of research and theory on the teaching of vocabulary. According to the researcher the use of innovative pedagogical technologies in teaching vocabulary in English lessons ensures effectiveness in developing the lexical competence of students.

Key words: games, vocabulary, theory, methodical preparation, lexis, lexical competence, assumption, curriculum, scientific and theoretical ideas

Аннотация: Данной статье представлены важные вопросы исследований и теории по обучению лексике. По мнению исследователя, при использовании инновационных педагогических технологий в обучении лексике на уроках английского языка обеспечивается эффективность в развитии лексической компетенции учащихся.

Ключевые слова: Игры, лексика, теория, методическая подготовка, лексика, лексическая компетенция, учебная программа, научно-теоретические идеи.

Ingliz tilini o'qitishni takomillashtirish uning yangi so'zlarini o'rganishsiz mumkin emas, chunki u har qanday tilning poydevori

hisoblanadi. Chet tilini o'rganishga kirishganda, o'sha chet tilining yangi so'zlari birinchi navbatda o'rgatiladi. Yangi so'zlar tilni o'zlashtirishda birinchi va eng muhim qadamdir. Talabalar so'zni bevosita va bilvosita o'rganadilar. Faol so'zlar ro'yxatiga ega bo'lish o'quvchining o'qish qobiliyatini va faoliyat, muloqot va tinglash jarayonida o'z dunyosini o'qish va tushunish qobiliyatini oshirishi mumkin. Talabaning so'zlashuvi ortib borgani uchun uning atrofidagi dunyoning ta'lim materiallarini, darsliklarini va talqinini o'qish va tushunish qobiliyat mavjud bo'lib boradi. Inglizcha so'zni o'rganish juda qiyin bo'lishi mumkin. Ko'p so'zlar bir nechta ma'nolarga ega bo'lganligi tufayli uni o'rganish jarayoni oson bo'lmaydi. Bundan tashqari, bir xil talaffuz qilinadigan, lekin turli xil ma'nolarga ega bo'lgan ko'pgina omonimlar mavjud. Ushbu murakkabliklarning barchasi ingliz tilini eng qiyin tillardan biriga aylantiradi va inglizcha so'zlashuvni o'rganishga urinish bularning bir qismidir. Yangi so'zlarni o'quvchilarga taqdim qilgandan keyin ba'zi mashqlar yoki o'yinlar praktikada qo'llash uchun o'tkazilishi kerak va unga ko'proqtanish bo'lish uchun, amal qilishi kerak. Scrivener ta'kidlashicha, yangi so'zlar bilan tanishish bosqichida o'quvchilar so'zni "tanib olish, qo'llash va undan foydalanishni amalda qo'llashlari kerak. Bundan tashqari, McCallum o'yinlarni o'quvchilarning so'zlarni qayta ko'rib chiqishi va takrorlashi uchun yaxshi imkoniyat sifatida foydalanish mumkinligini yozadi. Shu bilan birga, ingliz tili darslarida o'yinlardan foydalanishning bir qancha jihatlari mavjud bo'lib, ularni diqqat bilan ko'rib chiqish o'qituvchidan talab etiladi. O'yinlarni yoki o'yinlarga o'xshash tadbirlarni tayyorlash vaqtida o'qituvchi o'quvchining yoshini hisobga olishi, sinfdagi o'quvchilar sonini va o'yinga qancha vaqt sarflashni o'ylashi kerak. Bundan tashqari, u har qanday o'yin yoki faoliyat o'z maqsadiga (maqsadlariga) ega bo'lishi kerakligini ta'kidlaydi. Bundan tashqari, o'yinlarni o'ynash hatto muammoga olib kelishi mumkinligini inobatga olish kerak. O'quvchilar tomonidan bajarilishi mumkin bo'lgan eng bezovtalovchi element shovqin. Demak, agar kerak bo'lsa, o'qituvchi talabalarni tinchlantirishga qodir bo'lishi kerak. Shu bilan birga, xorijiy tilni o'rganayotganda o'yinlar va qiziqarli tadbirlardan foydalanishning ko'plab foydali jihatlari bor. Birinchidan, o'quvchilarni o'rganishga jalb etishda motivatsiya katta rol o'ynaydi. Har bir o'qituvchi o'quvchilarni o'rganishga undashi juda muhim ekanligini biladi. O'qituvchi o'quvchilarni rag'batlantirmasa, o'quvchi osonlik bilan

zerikib, o'rganish uchun qiziqishlarini yo'qotishi mumkin. Biz McCallum aytadiki: "O'yinlar talabalarning qiziqishini rag'batlantiradi"⁵va Rayt va boshq. qo'shimcha sifatida shuni aytishadiki, o'yinlar "shogirdlarga qiziqish va ishlarini qo'llab-quvvatlashga ko'maklashadi va ularni rag'batlantiradi"⁶. Ikkinchidan, McCallum o'yinlar orqali darslarning nafaqat qiziqarli bo'lishi va darsda kattarivojlanish, o'sish bo'lishi mumkinligini da'vo qiladi, shuningdek, o'yinlar sinfda "tinch atmosfera" yaratish uchun bir dori vazifasini bajaradi. Uchinchidan, gapirishda o'quvchilar "tabiiy til" dan foydalanishlari ularning muloqot qobiliyatlarini yaxshilaydi. Bundan tashqari, ularning reaksiyasi o'z-o'zidan sodir bo'lib, chet tilini ijodiy usulda ishlatadi, deya yozadi u. Darsdagi o'yin muhim uslubiy va zifalarni bajarishga yordam beradi: *talabalarning og'zaki muloqotga psixologik tayyorgarligini yaratish, ular tomonidan til materialini takroriy takrorlashning tabiiy ehtiyojini ta'minlash, talabalarni to'g'ri nutq va riantini tanlashga o'rgatish;*

O'quv jarayonida o'yin faoliyati quyidagi funktsiyalarni bajaradi:

1. Ta'lim funktsiyasi - xotira, diqqat, ma'lumotni idrok etish, sinfdan tashqari ko'nikma va qobiliyatlarni rivojlantirish.

2. Ta'lim funktsiyasi - o'yindagi sherikga nisbatan ehtiyotkorlik, insoniy munosabat kabi sifatni tarbiyalash; Talabalarga chet tilida birlari bilan og'zaki muloqotni improvizatsiya qilish uchun iboralar – nutq odob-axloqini teranlashtiradi, bu esa xushmuomalalik kabi sifatni rivojlantirishga yordam beradi.

3. Ko'ngil ochar vazifa – darsda qulay muhit yaratish, darsni qiziqarli va g'ayri oddiy voqeaga, hayajonli sarguzashtga aylantirishdir.

4. Kommunikativ funktsiya chet tilidagi muloqot muhitini yaratish, talabalar jamoasini birlashtirish, chet tilida o'zaro ta'sirga asoslangan yangi hissiy-kommunikativ munosabatlarni o'rnatishdan iborat.

5. Relaksatsiya funktsiyasi – chet tilini intensive o'rganish jarayonida asab tizimidagi stressdan kelib chiqqan emotsional stressni olib tashlash.

6. Psixologik funktsiya – odamning fiziologik holatini ko'proq narsaga tayyorlash ko'nikmalarini shakllantirishdan iborat.

⁵McCallum, G. 101 Word Games. Oxford University Press: Oxford.2005. p98

⁶Rayt, S.How to Use Games in Language Teaching. Phoenix ELT: Hertfordshire.1996 p320

Har qanday sinfda o'yinni tashkil qilishda o'qituvchining o'zi muhim ahamiyatga ega. Uning foydaliligiga 100% ishonch hosil qilish muhim, siz unitayyorlashning barcha kerakli tafsilotlarini o'ylab ko'rishingiz, shuningdek, uni ishonchli boshqarishingiz kerak. Karrier o'yinga quyidagicha tasnif beradi:

1. O'rganuvchilarning yoshga qarab, *bolalar, o'smirlar va katta yoshdagilar* uchun o'yinlar bo'lib bunday o'yinlarni qo'llaganda o'qituvchi asosan o'rganuvchining yoshiga va shaxsiyatiga etibor qaratishi zarur. [11]

2. O'rganuvchilarning bilim darajasiga qarab masalan, boshlang'ich(elementary), o'rta(intermediate) va yuqori (advanced)ga ajratishimiz mumkin bunda aynan o'qituvchilarning yoshiga qarab emas, balki bilim darajasiga qarab o'yinlar tanlanadi.

3. O'rganuvchilarning miqdoriga qarab;

1. Yakka tartibda (individual) yani o'qituvchining yo'lgiz o'zi bellashadigan o'yinlar

2. Guruh yoki jamoaviy(group or team)o'yinlari yani bir guruh boshqa guruhlariga qarshi bo'lib bellashuvchi, musobaqalashadigan o'yinlar.

3. Juft(pair)bo'libo'ynaladigan o'yinlar

4. Butun bir sinf(by whole class) bilan o'ynaladigan o'yinlarga bolinadi.

4. O'rganuvchiga nimani o'rgatishimizga qarab,

- tinglab tushunish mahorati(listening skill)ni rivojlantiruvchi o'yinlar;

- gapirish qobiliyati (speaking skill) ni rivojlantiruvchi o'yinlar;

- yozish mahorati(writing skill) ni rivojlantiruvchi o'yinlar;

- o'qib tushunish (Reading skills) ni rivojlantiruvchi o'yinlarga bo'linadi.

- Grammatikaga oid o'yinlar (grammar games) yani ingliz tilida gap tuzilishini, Grammatik qoidalarini o'rgatuvchi o'yinlar;

- So'z boyligi (vocabulary) ni rivojlantiruvchi o'yinlar;

- So'zlarning aytilish qoidalarini o'rgatuvchi o'yinlar;

- To'g'ri talaffuz qilish(spelling) qoidalarini o'rgatuvchi o'yinlarga bo'lishimiz mumkin.

5. O'yinlar qayerda ishlatilish joyiga yoki o'rniga qarab, 1. Outdoor games- tashqarida, ochiq maydonda o'ynaladigan o'yinlar, 2. Indoor

games- sinf xonada yani ichkarida o'ynaladigan, xonadagi parta ,stollar,kartochkalar ko'rgazmali qurollardan foydalanib o'ynaladigan o'yinlarga bo'linadi.⁷

Xulosa

Xulosa qilib aytishimiz mumkinki, o'yinlar tufayli o'quvchilar kamroq uyatchan, tajribalarda va chet tilidan foydalanishda o'zlarini erkin his qilishadi. Shuni ta'kidlash kerakki, o'yinlar talabalar o'rtasidagi hamjihatlikni oshiradi. Sinfda o'yinlarni ishlatishning yana bir afzalligi shundaki, barcha talabalar o'ynashda ishtirok etishi mumkin, bilimi sust, past talabalar faol talabalarga ergashib, faol bo'lishga intilishadi. Bundan tashqari, ayrim o'quvchilar uchun bu "sog'lom raqobat" bo'la oladi. Agar o'quvchilar xushchaqchaq va chidamli bo'lsa, ular so'zlarni yaxshiroq eslab qolishlari mumkin. Chunki yangi so'zlarda yodlash, ularni xotirada saqlash kuchli sabr talab qiladi.

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UDC 30 428

USING SWOT TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

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Annotation: This article presents about using SWOT technology in the classroom. SWOT analysis is a strategic planning and strategic management technique used to help a person or organization identify strength, weakness, opportunities, and there related to business competition or project planning.

Key words: competition, assessment, management, knowledge, active, passive, analysis.

Аннотация: В этой статье рассказывается об использовании технологии SWOT в классе. SWOT-анализ — это метод стратегического планирования и стратегического управления, используемый для того, чтобы помочь человеку или организации определить сильные и слабые стороны, возможности, а также связанные с бизнес - конкуренцией или планированием проектов.

Ключевые слова: конкуренция, оценка, управление, знания, актив, пассив,

анализ.

Annotatsiya: Ushbu maqolada sinfda SWOT texnologiyasidan foydalanish haqida so'z boradi. Swot tahlili - bu shaxs yoki tashkilotga biznes raqobati yoki loyihani rejalashtirish bilan bog'liq kuch, zaiflik, imkoniyatlarni aniqlashga yordam berish uchun foydalaniladigan strategik rejalashtirish va strategik boshqaruv usuli.

Kalit so'zlar: raqobat, baholash, boshqaruv, bilim, faol, passiv.

SWOT analysis is a strategic planning and strategic management technique used to help a person or organisation identify strength, weakness, opportunities, and there related to business competition or project planning. It is sometimes called situational assessment or situational analysis. Alternative acronyms for same technique, changing the sequence of the components, include Tows and Wots-up Teaching process is mainly based on two activities. They are

imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it. As we know that methodological approach in teaching foreign languages may be divided into three groups.

If we speak here about passive methods, it should be noted that in passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by the way of question, individual and control work, tests and so on. It may be useful when it is used by an experienced professional teacher. Secondly, in active methods learners may ask questions, express their ideas with a teacher. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. Teaching process is mainly based on two activities. They are imparting knowledge and acquiring knowledge. In the first case teacher sends information and the learners receive it.

As we know that methodological approach in teaching foreign languages may be divided into three groups. If we speak here about passive methods, it should be noted that in passive methods a teacher is in the centre of teaching. He plays active role but the learners are passive. Control can be carried out by the way of question, individual and control work, tests and so on. It may be useful when it is used by an experienced professional teacher. Secondly, in active methods learners may ask questions, express their ideas with a teacher. [9]

The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The last it is in the first nowadays interactive method or approach is modernized form of active methods.



Conclusion.

When students are having trouble seeing all of the connections for themselves,swot as a class activity.Let the students suggest the different bubbles,tangents,lines of thoughts this gives everyone the perfect opportunity to discuss and clarify their ideas.Students can copy the swots to ensure the students are on the right track.

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**ВЛИЯНИЕ ГРАММАТИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ
ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА В УЗБЕКСКОЙ
АУДИТОРИИ**

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Аннотация: В данной статье рассматриваются сложности, возникающие при изучении неродного языка под интерферирующим влиянием родного языка. В статье анализируются не речевые контекстуальные особенности узбекско-русского двуязычия, а особенности в реализации в устной и письменной речи. Отмечается также, что качество учебно-воспитательного процесса в вузах обеспечивает необходимый уровень подготовки специалистов.

Ключевые слова: двуязычие, билингвизм, интерференция, неродной, аудирование, иноязычный, наращение, категории вида.

Annotatsiya. Ushbumaqolaonatilingxalaqitberuvchita'siriostidarus tilinio'rganishdayuzagakeladiganqiyinchiliklarnio'rganibchiqadi. Maqolad ao'zbek-rusikkitiliningnutqkontekstualxususiyatlariemas, balkiog'zakivayozmanutqdaamalgaoshirilishxususiyatlaritahlilqilingan.

Shuningdek, ta'kidlanishicha, oliyo'quvyurtlaridagio'quvjarayonisifatimutaxassislarnitayyorlashningzar urdarajasinita'minlaydi.

Kalitso'zlar: bilingvizm, interferentsiya, mahalliybo'lmagan, tinglash, chettili, ko'payish, turlartoifalari.

Annotation: This article examines the difficulties that arise when learning a non-native language under the interfering influence of the native language.

The article analyzes not the speech contextual features of the Uzbek-Russian bilingualism, but the features in the implementation in oral and written speech. It is also noted that the quality of the educational process in universities ensures the required level of training of specialists.

Key words: bilingualism, interference, non-native, listening, foreign language, augmentation, species categories.

KIRISH (ВЕДЕНИЕ / INTRODUCTION)

Двуязычие - одна из важнейших проблем, поставленных общественным развитием перед науками, исследующими языковую коммуникацию. Решение вопроса о билингвизме предполагает использование различных подходов: лингвистического, социологического, психологического, педагогического и др. Явление интерференции наблюдается в процессе непосредственного контакта двух (или нескольких) языков, точнее говоря, процесс непосредственных языковых контактов сопровождается интерференцией. Интерференция – взаимодействие языковых систем в условиях двуязычия, складывающегося либо при языковых контактах, либо при индивидуальном освоении неродного языка.[10]

MUHOQAMA (ОБСУЖДЕНИЕ / DISCUSSION)

В сфере исследования языковых контактов узбекского и русского языков важнейшее значение имеет лингвистический анализ характера и причин нарушения грамматических норм языка, предполагающий решение трёх основных задач:

- 1) Выявление на основе сопоставления тех элементов и грамматических явлений, которых нет в родном языке;
- 2) Определение путем статического анализа конкретного речевого материала наиболее характерных трудностей грамматики русского языка;
- 3) Анализ трудностей для выяснения их природы.

Учёт родного языка предполагает, в первую очередь, чёткое разделение сложностей изучаемого языка, носящих интерференционный и неинтерференционный характер. Интерференционные ошибки появляются, когда, учащиеся, изучая ту или иную языковую категорию, опираются на аналогичную же, существующую в родном языке, но имеющую свои особенности; [8]

Неинтерференционные ошибки появляются при изучении категорий и явлений, отсутствующих в родном языке.[9]

Наибольшее влияние родного языка проявилось в неверном выборе предлога, пропуске или, наоборот, наращении его в русских предложно-беспредложных конструкциях. Особенно часто наблюдается пропуск предлогов **в** и **на** в значении места, времени и направления действия. Объяснение этому мы находим во влиянии узбекских беспослеложныхместновременного и дательного падежей (Я родился // декабре 1945 года. // узбекской школе я учила немецкий язык. Из сеней он попал // комнату. В поздно вечером. В 7 июля и т. п.)[1]

Ошибочное употребление (наращение) предлога **с** в конструкциях с творительным объясняется нормативным употреблением в подобных случаях послелога **билан** в узбекском языке (Ребёнок рисует **с** карандашом. Небо покрылось **с** тучами. Мне нравится снимать **с** фотоаппаратом.)

Категория числа существует и в русском и в узбекском языках. Однако закономерности употребления числа в обоих языках различны (отсутствие согласования в числе сказуемого с подлежащим, определения с определяемым в узбекском языке). Эти различия являются причиной появления интерференционных ошибок (Студенты **учится**. Экзамены **тревожит**. **Мой детский** годы.) [10]

NATIJALAR (РЕЗУЛЬТАТЫ / RESULTS)

Таким образом, для процесса интерференции характерны следующие ситуации:

1. Одна грамматическая форма неродного (русского) языка передаётся двумя и более формами родного(узбекского).

По этой причине наряду с единственно нормативным употреблением сочетания **Студенты учатся** учащиеся используют в своей речи и ошибочное **Студенты учится**.

2. Разные грамматические формы изучаемого языка входят в границы одной грамматической формы родного (различия в глагольном управлении в русском и узбекском языках ведут к частым ошибкам типа: Желаю успех. Достиг берег. Увлекаться историю и т.п.) [1]

В узбекском языке единой морфологической формы, соответствующей форме русских глаголов -ся / -сь, нет, но в нём есть свои морфологические формы, передающие значения отдельных залогов. Таким образом, морфологически единой форме в русском языке в узбекском противопоставляется несколько морфологических форм, соответствующих разным залогам.[2]

Таким образом, русским возвратным глаголам собственно-возвратного, общевозвратного и косвенно-возвратного значения соответствуют в узбекском языке глаголы в форме возвратного залога; глаголам взаимно-возвратного значения – глаголы в форме взаимного залога; глаголам страдательного значения – глаголы в форме страдательного залога; глаголам активно-безобъектного значения – узбекские глаголы прямого (действительного) залога.[3]

Противопоставление единственной грамматической форме глаголов на -ся в русском языке с их семантической дифференциацией обуславливает грамматический уровень интерференции. Частое же отсутствие прямых лексических параллелей обуславливает лексический уровень интерференции. Совокупность всех этих фактов служит причиной появления лексико-грамматической интерференции.

Некоторые невозвратные русские глаголы воспринимаются узбекскими учащимися как возвратные. Так по аналогии с собственно-возвратными глаголами конструируются формы типа **ужинаться, завтракаться, обедаться**, а по аналогии с взаимно-возвратными – типа **беседоваться, разговариваться**. Можно привести ещё такой пример. Глагол играть (с кем-нибудь, друг с другом) употребляется с постфиксом -ся в страдательном значении (пьеса игралась с успехом). В узбекском же языке для выражения значения совместности (играть с кем-нибудь) употребительна лексема в форме взаимного залога (уйнашмоқ). Отсюда и ошибки типа: Листья игрались с ветром. Как видим здесь имеет место ошибочное наращение постфикса-ся. [4]

XULOSA (ЗАКЛЮЧЕНИЕ / CONCLUSION)

Таким образом, при употреблении возвратных глаголов учащиеся руководствуются прежде всего конкретными лексическими значениями слов, грамматическая же форма отходит на второй план.

Лексико-грамматическая интерференция имеет место и при изучении категории вида. [15]

В отличие от русского языка узбекские временные формы ярко передают перфектные оттенки, означающие предшествование одного действия другому. Эта особенность переносится узбеками на категорию видов русских глаголов: в сложных предложениях действие, обозначаемое первым глаголом, представляется как завершившееся раньше и употребляется, как правило, в форме совершенного вида. Второй глагол ошибочно берётся в форме несовершенного вида. [5]

Логика мышления, по-видимому, такова: если два действия совершаются в прошлом, то первое из них закончилось раньше, второе же действие включает в себя значение незавершенности, продолженности во времени. [6]

При выборе глагольного вида студенты чаще опираются на семантику конкретного глагола. Если в той или иной ситуации им слышится некая длительность или многократность, то, как правило, они используют глаголы несовершенного вида: Как ты сдавал сессию? В армии я побывал три года. Они плавали на другой берег. Вскоре девушка поправлялась и т.д. [7]

Различие видов в русском языке строится учащимися-узбеками не на основе оппозиции, присущей русскому языку (совершенство – не совершенство действия), а на основе характерной оппозиции родного языка (предшествование одного действия другому). Кроме того, отсутствие морфологической категории вида в узбекском языке заставляет учащихся руководствоваться семантическим фактором при выборе вида в русском языке. [8]

Более широкое типологическое изучение грамматической и лексико-грамматической интерференции при изучении русского языка узбеками, а также создание на базе теоретических исследований соответствующих учебно-методических пособий

будет способствовать качественному улучшению преподавания русского языка в узбекской аудитории.[9]

Для того, чтобы устранить ошибки, появляющиеся под влиянием интерференции, необходимо почаще обращаться к упражнениям на перевод. Подобные упражнения являются эффективным средством предупреждения лексических ошибок в устной и письменной речи студентов. [10]

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ZAMONAVIY INGLIZ TILIDAGI AYRIM TERMINLAR METODOLOGIYASI

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Annotation: *the article analyzes the socio-political lexical examination of the current English language.*

Keywords: *socio –political terms, lexical unit, terminology, dictionary, terminology, society, politics.*

Аннотация: В статье анализируется лексическая экспертиза социально-политического языка в современном английском языке.

Ключевые слова: общественно-политические термины, лексическая единица, терминология, словарь, термин, общество, политика.

Annotatsiya: *Maqola hozirgi ingliz tilidagi ijtimoiy-siyosiy tilni leksik tekshiruvini itahlil qiladi.*

Kalitso 'zlar: *ijtimoiy –siyosiy atamalar, leksik birlik, terminologiya, lug'at, termin, jamiyat, siyosat.*

Fan hamisha rivojlanish va tarqqiyotda. Bugungi kunda u misli ko'rilmagan darajada jadal tus oldi. Agarda hozirgi dunyoga nazar tashlasak, bizni o'rab turgan kurrai zamin zamonaviy texnologiyalar qurshovida ekanligiga guvoh bo'lamiz. Boshqa tarafdin esa davlatlar o'rtasidagi kuchli geopolitik siyosat ham globallashuv jarayoninig jiddiy tusolishiga sabab bo'lmoqda. Ayni damda jamiyat taraqqiyoti, axborot texnologiyalarining rivojlanishi va davlatlar aro siyosiy, iqtisodiy va madaniy aloqalarning kengayishi natijasida tillar aro so'zlarning biridan boshqasiga o'tishi jadallashmoqda. Bu jarayon ham bevosita o'zbek tiliga ta'sir qilmoqda va o'zbek tili leksikasi o'zlash maso'zlar – neologizmlar hisobiga boyishiga xizmat qilmoqda.

Har bir sohada yangi iboralar terminlar yuzaga kelib yangilanib boradi, xususan ijtimoiy – siyosiy hayotimizga bog'liq

leksikterminlarimiz ham tilshunoslik lug'atini boyitib bormoqda. Bu borada siyosatchilar, jurnalistlar, diplomatlar, siyosatshunos talabalar va umuman noprofesional odamlar tomonidan siyosiy va ijtimoiy hayotga oid so'zlar "til va siyosat" sohasiga bo'lingan va tilshunoslar tomonidan siyosat tili deb tariflangan. Siyosiy til umumiy atama sifatida "siyosiy masalalar bo'yicha ommaviy, institutsional va shaxsiy suhbatlarning barcha turlarini, siyosatga xos bo'lgan barcha turdagi matnlarni, shuningdek, siyosiy kontekstlar haqidagi nutqlarni tavsiflovchi leksik va stilistik lingvistik vositalardan foydalanishni o'zichiga oladi (Bukhardt, 1996). Bu siyosat va siyosiy media tili, shuningdek siyosat tili, ya'ni siyosatchilarning professional sifatida faoliyat yuritishi bilan siyosatning terminologiyasi va ritorikasi haqida gapirishni o'zichiga oladi. Quyida bir qancha ingliz tili ijtimoiy-siyosiy hayotiga oid bo'lgan va ancha urfga kirgan terminlarni ko'rib chiqamiz.

Brexit – (British exit) Buyuk Britaniyaning yevropa ittifoqidan ajralib chiqishi. 2020-yil 31-yanvar kuni Buyuk Britaniya Yevropa Ittifoqidan ajralib chiqdi. 1973-yil 1-yanvardan boshlab Yevropa Ittifoqi va undan oldingi Yevropa hamjamiyatlari (EC), Yevropa Iqtisodiy Hamjamiyatini o'z ichiga olgan ittifoqning bir qismi bo'lganidan keyin 47 yil o'tib Yevropa Ittifoqini tark etgan birinchi a'zo davlatdir.

Qanon - (/ˈkjuː.ənən/) amerikalik o'ta o'ngchi siyosiy qanot nazariyasi va harakati bo'lib, "Q" nomi bilan ma'lum bo'lgan anonym shaxs yoki shaxslar tomonidan AQShning sobiq prezidenti Donald Trampga prezidentlik davrida unga qarshi til biriktirgan bolalar jinsiy savdosi bilan shug'ullanuvchi global guruhni boshqaradi.

Populism - Populizm "xalq" g'oyasini ta'kidlaydigan va ko'pincha bu guruhni "elita" ga qarshi qo'yadigan bir qator siyosiy pozitsiyalarni anglatadi.

Caucus – bu yilgi saylovga tegishli ko'plab yangi siyosiy atamalardan biri bo'lib bu muayyan siyosiy partiya yoki harakat tarafdorlari yoki a'zolarining yig'ilishi. Aniq ta'rif turli mamlakatlar va siyosiy madaniyatlarda farq qiladi. Bu atama Amerika Qo'shma Shtatlarida paydo bo'lgan bo'lib, u erda siyosiy partiya a'zolarining AQSh Kongressida yoki boshqa shunga o'xshash hukumat va killik organlarida nomzodlarni ko'rsatish, siyosatni rejalashtirish va hokazolar uchun yig'ilishiga ishora qilishi mumkin.

Gerrymandering - .bu saylov paytida bir partiyaga boshqasiga foyda keltiradigan xaritalarda siyosiy chegaralarni qayta chizishni o'z ichiga olgan amaliyot. Bu Amerika

Asos solinganidan beri mavjud bo'lgan eski amaliyot bo'lib, o'z nomini Massachusetts gubernatori va Mustaqillik deklaratsiyasini imzolagan Elbridge Gerridanolgan;

Black lives Matter –politsiya zo'ravonligi va qoratanlilarga nisbatan irqiy sabablarga ko'ra zo'ravonlik holatlariga qarshi nomarkazlashtirilgan siyosiy va ijtimoiy harakatdir. O'zlarini oddiygina "Qora tanlilarning hayoti muhim" deb belgilaydigan Black Lives Matter Global Network kabi maxsus tashkilotlar o'zlarining logotiplarini shu nom bilan atab harakat olib borishadi. 2020 – yili iyun oyida Minneapolise shtatida George Floydning palitsiya tomonidan zo'ravonlarcha o'ldirilishi bilan bu harakat juda kata chiqish qildi va yil davomida ommaviy axbarot vositalarida asosiy sahilarni egalladi. [8]

Glamping – (glamorous camping) bu ochiq havoda bahramand bo'lib, o'z qulayliklaridan voz kechishni istamaydigan odamlar uchun. Glampingni "turish" yoki uyga yaqin joyda dam olishni xohlash bilan bog'lash mumkin.

□ Sharenting – (sharing parenting) ota-onalarning ijtimoiy tarmoqlarda farzandlarining yutuqlarini ko'rsatishi yoki boshqalargaulashishi.

□ Brunch – (breakfast and lunch) nonushta va tushlik ortasida tamaddi qilib olish.

□ J- walking – piyodalar uchun mo'ljallangan yo'lak yo'q joydan kata yo'lni kesib o'tish.Helicopter mother – juda ham g'amxo'r va jonkuyar ona.

□ Me time –(free time) bo'shvaqt.

□ Plogging – (jogging and plocka) – busiz yugurishingiz davomida axlatlarni bira to'la yig'ishingizni nazarda tutadi,tabiat muhofaza qilish borasida kiritilgan yangiliklardan biri. Atrof-muhitni yaxshilash bilan birga, siz sog'lom bo'lishingiz va tozahavodan bahramand bo'lishingiz mumkin.

□ Doomscrolling - Ijtimoiy tarmoqlarda yangiliklarni o'qish va yomon holatga o'zgarish bo'lishini kutish - shunchalik yangilanishlarni ko'rishga berilib ketish.

□ Quarenteen - COVID-19 pandemiyasi davridagi o'smir."Quarantine" va "teenager" so'zlaridan hosil bo'lgan qo'shma ot.

□ Freegan–Oddiy qilib aytganda, frigan–bu imkon qadar ozgina sotib olishga harakat qiladigan, tashlab ketilgan narsalarni va/yoki (ayniqsa) oziq-ovqat mahsulotlarini ishlatadigan vaqt o'lidan kelgan barcha narsalarni qayta ishlovchi shaxs. Ular atrof-muhitga e'tiborli va do'stonamunosabatda bo'lib, chiqindilarni kamaytirish uchun qo'llaridan kelganini qiladilar.

Olimlar mavjud ma'lumotlarni olish uchun maqsadli sohalar bilan ishlashning turli usullarini maslahat berishadi. Ulardan biri Partington (2003) maqsadli kalit so'zlarni qidirishga asoslangan o'z yondashuvida ma'lum bir nutq janrlarining obro'si atamalarini ro'yxatini tuzishga, ularni tahlil qilishga, so'ngra bir nechta kalit ro'yxatdagi tegishli narsalar uchun muvofiqlikni o'zgartirishga undaydi, yoki shunga o'xshash semantic tartiblash kabi usullarni ko'rsatib o'tadi. [12]

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LINGVOKULTUROLOGIYA – TILSHUNOSLIKNING YANGI YONALISHIDAGI MUAMMO VA YECHIMLAR

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Annotatsiya: Ushbu ish xalqning etnopsixologik xususiyatlari va ma'naviy madaniyatini, parameologiyani, pretsedent matnlarni va ijtimoiy-madaniy konnotatsiyalarni o'rganadigan madaniy tilshunoslikka bag'ishlangan. Muallif madaniy tilshunoslikning dunyo tasviri, tushuncha, logotip-epistema, frazeologik birliklar, iboralar, aforizmlar, matallar, maqollar, iqtiboslar, shtamplar kabi asosiy tushunchalarini o'rganadi.

Kalit so'zlar: Lingvokulturologiya, tilshunoslik, madaniyatshunoslik, etnografiya, milliy qadriyatlar.

Аннотация: Данная работа посвящена лингвокультурологии, которая изучает этнопсихологическую характеристику и духовную культуру народа, парамеологию, прецедентные тексты и социокультурные коннотации. Автор рассматривает ключевые понятия лингвокультурологии, такие как картина мира, концепт, логоэпistema, фразеологизмы, крылатые слова, афоризмы, поговорки, пословицы, цитаты, штампы.

Ключевые слова: лингвокультурология, лингвистика, культурология, этнография, национальные традиции.

Annotation: This work is devoted to cultural linguistics, which studies the ethnopsychological characteristics and spiritual culture of the nation, parameology, precedent texts and sociocultural connotations. The author examines the key concepts of cultural linguistics, such as a picture of the world, concept, logo-episteme, phraseological units, idiomatic words, aphorisms, sayings, proverbs, quotes, stamps.

Keywords: Linguoculturology, Linguistics, Cultural Studies, Ethnography, National Traditions.

Kirish

Globalashuv asri boshqa fanlar kabi tilshunoslik ilmi oldiga yangi muammolarni hal qilish vazifasini qoʻymoqda. Ana shunday muammolardan biri til tizimini antropotsentrik paradigma tamoyillari asosida tadqiq etishdir. Bugungi kunda antropotsentrik yoʻnalishning yuzaga kelishi tilshunoslikda tub burilish sifatida baholanib, bu borada koʻplab tadqiqotlar yaratildi va yaratilmoqda.

Antropotsentrik paradigma “tilni quruq struktura sifatida emas, balki jonli muloqot va kommunikatsiyaga asoslangan ochiq sistema sifatida oʻrganuvchi, boshqa sistemalar – jamiyat, inson, madaniyat, ruhiyat kabilar bilan uzviy aloqadorlikda tahlil etuvchi, insonni til ichida yoki tilni inson ichida tahlil etishga yoʻnaltirilgan qarashlar, gʻoyalar va taʼlimotlar majmuidir. Professor N.Mahmudov taʼkidlaganidek, “antropotsentrizm tilshunoslar tomonidan faqat til tadqiqigagina nisbatlangan tushuncha yoki paradigma emas, antropotsentrizm bevosita tilning mohiyatiga daxldor hodisadir.... antropotsentrik paradigmada inson asosiy oʻringa chiqariladi, til esa inson shaxsini tarkib toptiruvchi bosh unsur hisoblanadi.”

Tilshunoslikda eʼtirof etilganidek, antropotsentrik paradigma qiyosiy-tarixiy va sistem-struktur paradigmalardan keyingi uchinchi paradigma hisoblanadi. Kognitiv tilshunoslik, sotsiolingvistika, etnolingvistika, psixolingvistika, neyrolingvistika, pragmatika va lingvokulturologiya antropotsentrik paradigmaga asoslangan eng muhim sohalar hisoblanadi.

Antropotsentrik tilshunoslikning yetakchi yoʻnalishlaridan biri hisoblangan lingvokulturologiya tilshunoslik, madaniyatshunoslik, etnografiya, psixolingvistika sohalari hamkorligida yuzaga kelgan, tilning

madaniyat, etnos, milliy mentallik bilan o'zaro aloqasi va ta'sirini antropotsentrik paradigma tamoyillari asosida o'rganuvchi sohadir.

Tadqiqotchilarning ta'kidlashicha, mazkur soha XX asrning so'nggi choragida shakllandi, "lingvokulturologiya" termini esa V.N.Teliya rahbarligidagi Moskva frazeologik maktabi tomonidan olib borilgan tadqiqotlar bilan bog'liq ravishda paydo bo'ldi. Lingvokulturologiyaning yuzaga kelishi haqida gapirilganda, deyarli barcha tadqiqotchilar bu nazariyaning ildizi V.fon Gumbol'dga borib taqalishini ta'kidlaydilar. Tilshunoslikda bu sohaning shakllanishida A.A.Potebnya, L.Vaysgerber, X.Glins, X.Xols, U.D.Uitni, D.U.Pauell, F.Boas, E.Sepir, B.L.Uorf, G.Brutyan, A.Vejbitskaya, D.Xaymz kabi tilshunoslarning qarashlari muhim rol o'ynaganligi ta'kidlanadi.

Lingvokulturologiya sohasida jiddiy tadqiqotlar yaratgan V.A.Maslova ushbu sohaning rivojini 3 bosqichga ajratadi:

- 1.Fan shakllanishiga turtki bo'lgan dastlabki tadqiqotlarning yaratilishi (V.fon Gumboldt, E.Benvenist, L.Vaysgerber, A.A.Potebnya, E.Sepir kabi tilshunoslarning ishlari).

2. Lingvokulturologiyaning alohida soha sifatida ajratilishi.

3. Lingvokulturologiyaning rivojlanish bosqichi.

Madaniyat, xalq tafakkuri, uning olamni idrok etishidagi o'ziga xos jihatlarning tilda aks etishini o'rganish lingvokulturologiyaning asosiy maqsadidir. Mazkur sohaning obyekti til va madaniyat, predmeti esa o'zida madaniy semantikani namoyon etuvchi til birliklari hisoblanadi. Binobarin, lingvokulturologiyada madaniy axborot tashuvchi til birliklari tadqiq etiladi. Bunday til birliklari lingvomadaniy birliklar termini ostida birlashadi. Ramz, mifologema, etalon, metafora, paremiologik birliklar, lakunalar, stereotiplar, pretsedent birliklar, nutqiy etiketlar eng asosiy lingvomadaniy birliklar hisoblanadi.

Til va madaniyatning o'zaro ta'siri muammosi etnolingvistika, etnopsixolingvistika, kogaitiv tilshunoslik, lingvomamlakatshunoslik, lingvokonseptshunoslik, lingvopersonologiya kabi sohalarda ham o'rganiladi. Shu sababli ushbu sohalar lingvokulturologiyaga yaqin sohalar hisoblanadi.

Hozirgi vaqtda lingvokulturologiya dunyo, xususan, rus tilshunosligida eng rivojlangan sohalardan biri bo'lib, bu borada salmoqli tadqiqotlar, bir qancha o'quv qo'llanmalar yaratilgan. Mazkur sohaga omd ishlarda tadqiqotchilarning olamning lisoniy manzarasi,

lingvomadaniy konseptlar, pretsedent birliklar, intertekstuallik, lisoniy ong, barqaror birliklarning lingvomadaniy xususiyatlari kabi masalalarga katta e'tibor qaratayotganliklarini kuzatish mumkin.

Zamonaviy lingvokulturologiyaing predmeti turli kodlar – til va madaniyatning hamkorligi natijasida shakllanadigan lisoniy belgilardir. Har bir til shaxsi ayni holatda madaniy shaxs ham hisoblanadi. Shuning uchun til belgilari madaniyatning «tili» ham hisoblanadi va til egasining milliy-madaniy o'zligini ham ko'rsatib beradi. Hozirgi kunda lingvokulturologiyani chetlab o'tgan holda tilshunoslikda biror ishni amalga oshirish qiyin.[13]

Lingvokulturologiyaing predmeti deganda miflashgan til birlik-lari: tildagi arxetiplar va mifologemlar, marosim va inonchlar, rasm-rusum va odatlarni ham tushunamiz. [9]

Tilning frazeologik boyligi ham xalq mentaliteti, madaniyati haqidagi boy ma'lumotlar taqdim etadi. Ularda xalqning miflar, odatlar, marosim va rasm-rusumlar, ma'naviyati haqidagi qarashlari o'zgarmay saqlangan bo'ladi. B.A.Larin frazeologizmlar xalqning dunyoqarashi, ijtimoiy qurilishi, o'z davri ideologiyasini aks ettirishini yozganida haq edi. Masalan, non komponentli frazeologizmlarni olaylik – *non topmoq, birovning nonini yemoq, nonini tuya qilmoq, nonini yarimta qilmoq* kabilarda non arxetipi hayot, turmush tarzi, faoliyat turi, farovonlik predmeti va timsoli maqomiga ega. Nonning o'z peshona teri, o'z qo'l mehnati orqali topilishi muhimligi ko'rinib turibdi. Aks holda bunday salbiy xususiyat jamiyatning tazyiqiga uchraydi. Bu hukmning ostida o'zbek xalqiga xos bo'lgan milliy, diniy, ma'naviy tamoyillar yotadi. Non shakli yumaloqligi uning quyosh timsoliga bog'liqligiga, shuningdek, mehmondo'stlik, dasturxon atrofidagi insonlar uchun bir xil e'tibor berilishiga ham ishora qiladi. [3]

Qadimdan o'zbek xalqida «birovning noni teshib chiqishi», non yeb «nonko'rlik» qilish esa kechirilmas xiyonat ekanligi ta'kidlanadi. Nonni uvol qilmaslik, ushog'ini ham terib olish, beshikka chaqaloq boshiga non qo'yish, kechasi yakka ketayotgan odamning hamroh sifatida non olishi, safarga ketayotgan odamga non tishlatish kabi odat va marosimlar ham yuqoridagi faktlarni mustahkamlaydi. «Avesto»da ham bug'doyning sepilishi, unib chiqishi, hosil berishi, non qilinishi devlar uchun halokat deb ta'riflanadi. Bunda ochlik, dangasalik, kasallik kabi illatlar dev sifatida, bug'doy va non ularga qarshi vosita ma'nosida qo'llangan. [13]

Lingvokulturologiyaning tadqiqot predmetlaridan biri – tilning paremiologik boyligi hamdir. Darhaqiqat, maqollarning aksar qismi milliy ongi stereotipi hisoblanadi. Odatda maqol va matallar folklorshunoslikda janr sifatida o'rganiladi. Tilshunoslikda esa endigina o'rganilmoqda. Pragmatik nuqtai nazardan maqollarning maqsadi qorishliq xususiyatli. Birgina maqolning o'zida ogohlantirish, ta'qiq, tasalli, maslahat, tanqid, tahdid kabilar jamlangan bo'lishi mumkin. Maqollarning barchasi ham lingvokulturologiyaning predmeti hisoblanavermaydi. Jumladan, biror xalqqa, madaniyatga tegishli bo'lmagan, barcha etnoslar uchun birdek tegishli bo'lgan maqollar shu qatarga kiradi. Mazkur fan tadqiq doirasiga kirish uchun maqol biror xalqning tarixi, madaniyati, turmushi, ma'naviyati bilan chambarchas bog'liq bo'lishi lozim. [9]

Nutq madaniyati ham lingvokulturologiyaning muhim predmetlaridan biridir. A.A.Leontev yozadi: «Nutqiy muloqotning milliy-madaniy o'ziga xosligi mazkur jamiyatda muloqotning usullari, funksiyalari, tashkillanishidagi farqlar, omillar tizimi haqidagi tasavvurlarimiz bilan bog'liq. Bu omillar jamoaning shakllanishining turli bosqichlariga asoslanadi, turlicha tabiatga ega bo'ladi, biroq jarayonda o'zaro bog'liq ravishda ishtirok etadilar. Bu omillar asosan lisoniy, psixolingvistik va umumpsixologik omillardir». [3]

Muloqot xulqi ham lingvokulturologiyaning muhim predmetlaridan biridir. Muloqot xulqi – bu insonlar nutq madaniyatining ijtimoiy buyurtirilgan va madaniy-spetsifik qoidalari bo'lib, insonlarning ijtimoiy va ruhiy mavqeyi, rasmiy va norasmiy muloqot sharoitlaridagi roli va shaxsiy munosabatlari bilan bog'liq bo'ladi. E.Bernning fikricha, muloqot xulqi – muloqotning milliy-madaniy tarkibiy qismidir. Axloqiy munosabatlar – universal hisoblanib, ularning yuzaga chiqishi milliy xoslangan bo'ladi. Shu tufayli ham lingvokulturologiyada o'rganiladi. Muloqot xulqi standart va stereotip shaklda ko'rinib, yopiq sistemaga o'xshasa ham, muloqot xulqining buzilishi inson va insoniyat uchun ko'zda tutilmagan oqibatlarni olib kelishi mumkin.

XULOSA

1. Dunyo tilshunosligining lingvopragmatika, lingvokulturologiya, kognitiv tilshunoslik, psixolingvistika, etnolingvistika, neyro-lingvistika, pragmalolingvistika kabi yo'nalishlarida shaxs omili tadqiqot obyektlarining markazini tashkil etadi. Mazkur sohalarining yuzaga kelishi lisoniy

faoliyatni uning sohibi bo'lgan inson bilan uzviylikda tadqiq etish bilan bog'liqdir. [15]

2. Antropotsentrik tilshunoslikning yetakchi yo'nalishlaridan biri hisoblangan lingvokulturologiya tilshunoslik, madaniyatshunoslik, etnografiya, psixolingvistika sohalari hamkorligida yuzaga kelgan, tilning madaniyat, etnos, milliy mentallik bilan o'zaro aloqasi va ta'sirini antropotsentrik paradigma tamoyillari asosida o'rganuvchi sohadir.

3. Lingvokulturologiyaning tadqiq manbai madaniyat elementlarini aks ettirgan birliklardan iborat bo'lib, ularning har biri o'ziga xos urf-odat, an'ana, qadriyat, dunyoqarash hamda milliy-madaniy qonuniyatlarni turli darajada ifoda etadi.

4. Lingvokulturologiyaning obyekti milliy, umuminsoniy madaniy axborotlardir. Lingvokulturologiya tilni madaniy fenomen sifatida tadqiq etadi.

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MARK TVEN ASARLARIDA BADIY TIL VOSITALARI VA ULARNING O‘ZBEK BOLALAR ADABIYOTIGA TA’SIRI

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Annotatsiya: Maqolada asarlar tarjimasi xalqlarining o‘zaro aloqasini mustahkamlashi, bir xalq tomonidan yaratilgan madaniy merosni ikkinchi xalqqa tanishtirishi haqida fikr yuritilgan. Unda M.Tven asarlari matni tilini o‘zbek tilidagi tarjimasi bilan qiyoslangan, hamda tarjimadagi yutuq va ba’zi bir nomutanosibliklar ko‘rsatib berilgan. Shuningdek, o‘zbek adabiyotidagi badiiy voqealik tahlil qilingan.

Kalit soʻzlar: davr ruhi, davr nafasi, davrning adabiy tili tushunchasi, turli-iboralar, gaplar, qochirimlar, soʻz oʻyinlari, keng koʻlamli fikrlash

Аннотация: В статье обсуждается связь между переводом народных артефактов и внедрением общегосударственного культурного наследия. В нём даны работы М.Твена, которые сравниваются с переводом текста на узбекский язык, а также показаны достижения в переводе и некоторые расхождения. Также произведен художественный анализ узбекской литературы.

Ключевые слова: Дух эпохи, мгновение эры, понятие литературного языка эры, разные выражения, предложения, игры слов, масштабное мышление

Annotation: The article discusses the relationship between the transfer of folk artifacts and the introduction of national cultural heritage. It contains the works of M. Twain, which are compared with the translation of the text into the Uzbek language, as well as achievements in translation and some discrepancies. Also, the fiction similarity has been analyzed in Uzbek literature.

Keywords: the spirit of the era, instant of the era, the concept of the literary language of the period, different expressions, sentences, word games, inclusive thinking

Maʼlumki, *til aloqa quroli*, adabiyotda esa u *ifoda vositasi*. Shunday ekan, til yozuvchi fikrini anglatishda asosiy omil boʻlishi kerak. Asliyatni qanday lisoniy uslub bilan tarjima qilish bu tarjimonning uslubiga bogʻliq. Badiiy asar har xil uslubda, turlicha maromda yozilgan boʻlishi mumkin. Bunda koʻp narsa asarda tasvirlanayotgan davr, tanlangan mavzu, voqealarning xarakteriga bogʻliq.

Har bir badiiy asar muayyan bir davrda boʻlib oʻtgan voqealarni tasvirlaydi. Chunonchi, tarixiy mavzuda yozilgan asar hozirgi zamon kitobxonini xalq hayotining tarixi bilan tanishtiradi, uni oʻtmishga yetaklaydi. Tarjimada *davr ruhi*, *davr nafasi*, *davrning adabiy tili* tushunchasi bilan bogʻliq yetakchi mayllarni aks ettirish jiddiy murakkab va kompleksdir. U shuning uchun ham kompleks xarakterga egaki, bu yerda masalani faqat bir davr, muayyan yozuvchining ijodidan qilingan tarjimalar, bir tarjimon qoʻllagan tajriba, va nihoyat, alohida olingan bir

adabiy janr doirasida qilingan tarjimalar bilan chegaralangan holda tahlil qilib bo'lmaydi.

Badiiy asar tilining yuqorida qayd etilgan xususiyatlari unda ko'pgina til vositalarining ishlatilishi natijasida yuzaga keladi. Tarjimon ana shu vositalarni o'rganadi va ularni mukammallashtiradi, ayrim hollarda yangi til vositalarini kashf etib, xalq tilini boyitadi.

O'quvchilar va ba'zi adabiyotshunoslar orasida, *badiiy adabiyotning alohida tili bor*, degan fikr yuradi. Bu noto'g'ri. Badiiy adabiyotning xalq tilidan ajralib turuvchi alohida tili bo'lishi mumkin emas. Agar shunday bo'lgan taqdirda, badiiy adabiyot keng omma tomonidan tushunilmas edi. Badiiy adabiyotning alohida tili bor, degan fikr badiiy tilning o'ziga xos xususiyatlarining ahamiyatini xaddan oshirib baholash natijasida kelib chiqqan. Yozuvchi xalq tilining boy xazinasidan istaganicha material oladi. Asarning badiiy to'qimasida yuzlarcha *maqollar, maxsus ifodalar, turli-iboralar, gaplar, qochirimlar, so'z o'yinlari* tovlanadi. Ana shular tilni jonli, obrazli bir tilga aylantiradi. Badiiy asar tilini jonli va obrazli qiladigan vositalar *badiiy til vositalari* deb ataladi. Ba'zan muallif voqeani bamaylixotir, jiddiy holda hikoya qiladi-yu, ammo so'zlarning asl ma'nosiga qarama-qarshi ma'noda qo'llab, biror kishi yoki hodisa ustidan kesatiq bilan, masxaromuz va yashirin kuladi. [9]

Amerika yozuvchisi Mark Tven asarlaridek o'zbek tiliga ko'p tarjima qilingan asarlar yo'q. XX asrning 1939, 1940, 1948 yillarida uning "*Tom Soyerning boshidan kechirganlari*", 1947 va 1960 yillarda mazkur asarlarning davomi "*Geklberri Finning boshidan kechirganlari*", 1962 yilda "*Shaxzoda va gado*", 1959 yilda "*Hikoya va pamfletlar*" to'plami, 1963 yilda "*Ezma Bessi*" hikoyalar to'plami, 1966 yilda "*Janna Dark*" tarixiy romani va boshqa asarlari o'zbek tiliga tarjima qilindi.

Adabiy tahallusi Mark Tven bo'lgan Semyuel Lengxorn Klemens Amerika demokratik adabiyotining yirik vakili, o'z zamonasi burjua jamiyati illatlarini fosh etgan satirik va realist yozuvchidir. Semyuel bo'lajak Mark Tvenning bolalar uchun yaratgan betakror xajviy pamfletlari, sarguzasht asarlari va novellalari jaxoning ko'plab tillariga bir necha bor qayta tarjima qilingan desak mubolag'a bo'lmaydi.

Kapitalistik tuzumning xalq boshiga ne kulfatlar solganini tasvirlash yozuvchining g'oyaviy pozitsiyadan, xalq manfaatlari pozitsiyasidan yaqinlashganini ko'rsatadiki, bu Mark Tven individual badiiy uslubi va, albatta, *realizmining* tavsifi uchun juda muhimdir.

Realizm doimo ilg'or, gumanistik va demokratik ijtimoiy fikr bilan chambarchas rivoj topadi. Realistik asarlarda voqealarni haqqoniy tasvirlash esa detallarning haqqoniyligidan boshlanadi, chunki hayotni obrazlar orqali, konkret tasvirlashi lozim bo'lgan adabiyotda, san'atda bir butunning ajralmas qismi va o'sha butunning tipik xususiyatlarini o'zida aks ettirishi lozim bo'lgan detallar alohida ahamiyatga ega. Adabiy asarda detallarning haqqoniy bo'lishi obrazlarning, xarakterlarning va butun hayot manzaralarning haqqoniy bo'lishini ta'min etadi. Ana shu nuqtai nazardan qaraganda Mark Tven asarlarining xalq orasida mashhur bo'lishining asl sabablari uning real voqealarni real tasvirlashida, deb aytish mumkin. Zero, xalq bu asarlarni o'qir ekan unda o'zini, o'z hayotini, farzandlari va ularning ayanchli turmushini ko'radi. Bu jihatdan Mark Tven hikoyalari o'sha davr jamiyatining asl qiyofasini ko'rsatib beruvchi ko'zgu vazifasini o'taydi.

Mark Tven asarlarini o'qigan har bir kitobxon o'zining millati va tilidan qat'iy nazar bu yozuvchining mahoratiga tan bermay iloji yo'q. Yozuvchi asarlari yurtimizda ham bir necha shoir, yozuvchi xamda tarjimonlar tomonidan o'zbek tiliga tarjima qilingan.

Mark Tvenning noyob asarlaridan bo'lmish "Tom Soyerning boshidan kechirganlari", hamda "Gekleberri Finning boshidan kechirganlari" kabi sarguzasht asarlari butun dunyo bolalar adabiyotiga hamda xozirgi kun bolalar adabiyotiga ham o'z xissasini qo'shib kelmoqda. Ushbu sarguzasht asarlaridagi yumor har qanday kitobxonni o'ziga rom etadi. Ta'kidlash kerakki, Mark Tven va G'afur G'ulom, garchi turli vaqtda, turli joyda yashashgan bo'lsalar ham ularning asarlaridagi ba'zi tafsilotlar o'rtasida badiiy mushtaraklik borligini qo'yida keltirilgan misolda ko'rishimiz mumkin.

Mark Tvenning Gekleberri Finning boshidan kechirganlari" asaridan quyidagi parchani keltiramiz: [10]

And here was Aunty pegging away at the questions, and me a-shaking all over and ready to sink down in my tracks I was that scared; and the place getting hotter and hotter, and the butter beginning to melt and run down my neck and behind my ears; and pretty soon, when one of them says, "I'M for going and getting in the cabin FIRST and right NOW, and catching them when they come," I most dropped; and a streak of butter come a-trickling down my forehead, and Aunt Sally she see it, and turns white as a sheet, and says: "For the land's sake, what IS the matter

with the child? *He's got the brain-fever as shore as you're born, and they're oozing out!*"

And everybody runs to see, and she snatches off my hat, and out comes the bread and what was left of the butter, and she grabbed me, and hugged me, and says: [1]

Mazmuni: "Salli xolaning mendan nuqul gap so'rayverganini aytmay sizmi! O'zim qo'rqib ketganimdan dir-dir titrab o'tiribman, uyning ichi tobora esib, shlyapam tagidagi moy erib, bo'yinlarimdan va chekkalarimdan oqib tusha boshladi; fermerlardan biri: "Hozirning o'zida bostirmaga kirib, o'sha yerda poylab o'tirish kerak, ular kelishi bilan tutib olish kerak"-degan edi, o'tirgan yerimdan yiqilib tushishimga sal qoldi: buning ustiga moy peshonamdan xam oqib tusha boshladi. Salli xola buni ko'rib qolib oppoq oqarib ketdi-da: [12]

– Yo xudoym! Bolaga nima bo'ldi-ya? *Miyasi yallig'langanga o'xshaydi, qaranglar, miyasi oqib tushyapti!* – dedi" [2, 293].

G'afur G'ulomning "Shum bola" asaridagi mana bu parcha o'zining voqealar rivoji bilan Mark Tven voqealariga hamoxang tushadi:

"Noiloj qoldim, tuxumni qalpoqchamga solib, kiyib oldimda, oshxonaga kirdim. Onam meni tergay boshladi. [11] Men jimgina quloq solib, o'choqning yoniga cho'qqayib, o't qalashtirmoqqa boshladim. Men bilmagan ekanman. [10] O'tning taftiga lippamdagi yog' erib, pochamdan oqmoqda ekan. Oyim qo'lidagi xamir yoyib o'tirgan o'qlov bilan boshimga astagina urdi. Oyim boshimga o'qlov bilan urganda qalpoq tagida bo'lgan tuxum pachaqlangan edi. [9] Uning sarig'i oqiga aralashib, chakkamdan sirqib, yuzimga oqmoqda edi. Oyim: "Bola *bechoraning boshini yorib, qatig'ini chiqarib yubordimmi*", deb esi chiqib ketgan edi" [3, 12].

O'zbek misollardan ko'rinadiki Mark Tven asaridagi bosh qaxramon yer to'ladan moy bilan nonni o'g'irlab o'gay xolasiga ushlanib qolib shlyapasi ostiga yashirishi va issiq xonada erib peshonasidan oqib tushgani, xamda G'ofur G'ulom asaridagi bosh qaxramon Shum bolani oyisidan o'g'irlagan yog'i ham issiqda erib ketishi va tuxum pachoqlanib chakkasidan oqib tushganida har ikkov ayol bolani miyasini oqib tushayapdi deb o'ylashi, ushbu asarlardagi ikki yozuvchilarning uslublarida badiiy o'xshashlik borligini anglashimiz mumkin. [8] Bu albatta, bolalar adabiyotining o'ziga hos jihatlaridan biridir. Zero, har

qaysi davrda va har qaysi xududda bolalarning qiziqarli sarguzashtlari bir-biriga o'xshash va bir-birini takrorlovchi bo'ladi. [4]

Bir qarashda badiiy ko'chirma kabi tuyulgan bu epizod aslida ikki buyuk ijodkorning bir-biridan ijodiy ruh olishidir. Jahon adabiyoti namunalaridan ilxomlangan buyuk o'zbek adibi chin ma'nodagi qaxramon yarata olgan.[5]

Xulosa qilish mumkinki, badiiy adabiyot turli millat va xalqlar madaniyati va adabiyoti mushtarakligida yashaydi va rivojlanadi. [7] Mark Tven va G'afur G'ulom asarlaridagi voqeaviy va badiiy mushtaraklik bu ikki Amerika va o'zbek xalqining madaniy mushtaraklikka ega ekanligidan dalolatdir.[6]

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UDK:30 428

LANGUAGE LEARNING STRATEGIES AND STUDENT SELF- REGULATION

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ANNOTATION. Good self-regulators have developed the skills and habits to be effective learners, exhibiting effective learning strategies, effort, and persistence. The key for instructors is to understand how to foster and train these skills in all students. This article offers some instructional strategies.

Key words: learning strategies, self-regulated learning, higher education, academic performance, strategy adaptability.

АННОТАЦИЯ. Хорошие саморегуляторы развили навыки и привычки, чтобы быть эффективными учениками, демонстрируя эффективные стратегии обучения, усилия и настойчивость.

Ключевым моментом для инструкторов является понимание того, как воспитывать и тренировать эти навыки у всех учащихся. В этой статье предлагаются некоторые учебные стратегии.

Ключевые слова: стратегии обучения, саморегулируемое обучение, высшее образование, успеваемость, адаптивность стратегии.

ANNOTATSIYA. Yaxshi o'z-o'zini tartibga soluvchilar samarali o'rganish strategiyalari, harakat va qat'iyatni namoyish etish orqali samarali o'quvchilar bo'lish uchun ko'nikma va odatlarni rivojlantirdilar. O'qituvchilar uchun asosiy narsa bu ko'nikmalarni barcha talabalarga qanday o'rgatish va o'rgatish kerakligini tushunishdir. Ushbu maqola ba'zi o'rganish strategiyalarini taklif qiladi.

Kalit so'zlar: ta'lim strategiyalari, o'z-o'zini tartibga soluvchi ta'lim, oliy ta'lim, samaradorlik, strategiyaga moslashish.

Self-regulation is the process by which students monitor and control their cognition, motivation, and behaviour in order to achieve certain goals. Although there are many interconnected theories of self-regulation, the majority of models conceptualize it as a sequence of actions comprising planning, execution, and reflection. The data is clear that self-regulation can be improved and that the teacher's role is vital in supporting and encouraging self-regulated learning, even though self-regulation does rise to some amount with age. Additionally, teachers can encourage students to practice self-regulation by educating them about growth mindset and the importance of self-belief. Students' emotions and views about their own abilities play a vital part in the development and exercise of self-regulation. Plan and create goals as the first stage towards self-regulated learning. Students use goals as benchmarks to measure their own success. Setting goals requires drawing on prior knowledge of the task's difficulty and on one's own competence in that field. Students can consider how long an activity might take and create a time management strategy. Additionally, they can consider specific study techniques (such as quizzing oneself while they read) that will help them accomplish their objective(s). By concentrating their energy and attention on the current task, students self-regulate. The following action includes exerting control. Any of the learning tactics (such as repetition, elaboration, summarizing, or self-questioning) selected in the first phase can be used to exert control. Help-seeking can also be a kind of control,

but only if the student uses it to improve their own knowledge or abilities: When soliciting assistance is used as a crutch to avoid doing the necessary tasks, it is not regarded as self-regulatory behavior. Control can also mean delaying enjoying activities in order to achieve progress towards one's goals. This is done by adopting attention-focusing techniques like shutting off all music, sitting by oneself, or visiting the library. The next step is for self-regulated learners to track their goal's development. Individuals can keep an eye on their own comprehension, motivation, emotions, or behavior in relation to a goal. Students can clarify for themselves what they know and do not yet know by employing the metacognitive technique they chose to utilize during the goal-setting phase (asking oneself questions), for instance. Other methods of self-monitoring include keeping track of how much studying is actually completed with a study group or identifying the situations and surroundings that promote concentration. Finally, students engage in metacognitive reflection and response using the knowledge gained from the prior self-evaluation. How a student evaluates their development or lack thereof will depend on how confident they are in their own talents.

For instance, a student who has a strong sense of self-worth will blame lack of sleep the night before or insufficient study time rather than intelligence for a poor performance on a math test. Self-evaluation responses work like a thermostat, either turning up the effort dial to accelerate progress toward goals or easing back to concentrate on other tasks. This adjustment may show itself as a need for assistance, persistence, or a change in learning methods. It is becoming more and more crucial for students to be able to actively assess and enhance their own learning. Successful people in a society that is changing quickly must be lifelong learners who can successfully assess their learning. Students who lack the ability to retain tenacity and focus their attention will constantly be pushed left and right by their initial inclinations within the educational system. Additionally, pupils who don't understand self-evaluation techniques won't be able to focus their attention on the areas that really need it. Self-regulation enables learners to manage these settings by coming up with solutions that work, even though some students may view difficult books, complex lessons, or bad study conditions to be insurmountable challenges. Self-regulation not only strengthens the learning content but also helps one establish personal

responsibility for one's education. Self-regulation techniques enhance the encoding of information and abilities in memory, particularly for writing and reading comprehension. Self-regulation techniques have also been linked in research to enhanced effort and motivation on the part of students, better test scores, and general classroom readiness. The self-regulation process consists of a number of processes, as was previously stated. The sequence of these steps is not fixed. In fact, as they develop into skilled self-regulators, self-regulated learners perform many of these actions simultaneously or in a different order. Teachers can help each of the underlying stages in order to teach and enhance student self-regulation as a whole. Supporting students' self-efficacy, urging them to adopt a development attitude, and emphasizing learning above grades and marks are also crucial.

Students choose specific learning tactics that match their objectives in the first stage. Rehearsing, organizing or categorizing the knowledge, using mnemonic devices, or paraphrasing it are the best ways to learn basic learning tasks like storing information for memory recall. However, when pupils are expected to make material relevant, more complex tactics are deployed. Students can opt to describe underlying reasons or themes, outline the process or paper's structure, or draw spatial interconnections in order to form a network of ideas that connects new concepts to what they already know. This list of learning techniques is by no means exhaustive, but it does demonstrate the need of carefully selecting a learning approach that is in line with objectives. It is crucial for teachers to explicitly teach a variety of learning strategies and to empower and assist students in choosing the one that is best suitable for the type of work at hand. It requires practice to focus attention throughout a task. Teachers can help pupils focus though by providing them with constructive criticism. Teachers have a significant impact on whether students persist in working on a task or give up, as students frequently take their teacher's evaluations of their performance as their own. It's also critical to create a culture where failures are celebrated as teaching moments.

Genuinely addressing areas for improvement creates space for development, and including positive input shouldn't be taken to mean only providing nice feedback. Teachers can also use their knowledge to tailor how much praise and criticism they give students based on how

effective they think they are at a given task. Teachers can make sure that the setting encourages concentration because a quiet area for solitary work is essential. Beyond this, prolonged, consistent practice with longer sessions between practices helps pupils learn how to control their own attention and impulses. While debate and collaboration are vital components of learning, a noisy setting makes it much harder to maintain self-control.

This is crucial in secondary education since distractions substantially impair adolescents' ability to engage in higher-level critical thinking. By assigning tough, open-ended assignments that allow students the chance to practice controlling distractions and keeping focus while handling progressively more difficult academic work, teachers can further encourage the development of self-regulation. What do I know, and how can I improve? is the central query of understanding monitoring. Depending on the nature of the objective, students might push themselves to become aware of the boundaries of their own knowledge through recall, practice, and extension. Summarizing a lesson's core ideas after direct instruction is one possible monitoring approach. A student who wants to improve her reading comprehension may pause and pose more difficult questions to herself about the material. Some pupils might want to develop their time management abilities. These pupils would profit from keeping a log of their time expenditure and contrasting it with the objectives of their tasks. For instance, I might think that spending two hours studying with a study group once a week is a good strategy for getting ready for a test at the end of the term. However, I might discover that one of the two hours is actually spent chatting with people. The new information can then be applied to modify my future behavior.

Conclusion. Students use input from the monitoring stage during the reflection and reaction stage to guide future changes to their learning techniques or efforts. To recover from the inevitable highs and lows of learning, this calls for a high level of resilience. In a similar vein, it calls for metacognition to delve into why some techniques might not work and why others might work better in the future. Through discussing with students how to be a detective in reflecting on their areas of strength or progress, these metacognitive methods can be explicitly taught. Conversations about growth mindset and context- rather than person-specific attribution of failure can also help to promote resilience.

Encouraging students to attribute poor performance on a test to lack of preparation rather than unintelligence, and supporting students to respond to feedback with an understanding that achievement is variable based on effort rather than stable personality traits, are highly predictive of the development of positive self-regulation in students. For example, a student who has failed a maths test may feel like giving up completely in maths. However, she demonstrates emotional resilience and decides to reflect on which particular problems gave her trouble in order to shift her learning strategies. On reflection, she realises that during the previous term she never went to the library by herself, summarised the material to herself following a lesson, or asked the teacher for help. She considers the merit of these changes, how she will implement them, and makes a plan to manage her time accordingly.

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TALABALAR BOG‘LANISHLI NUTQINI O‘STIRISHDA QO‘LLANILADIGAN METODLAR

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Annotatsiya: Ushbu maqolada texnika oliy o‘quv yurtlari talabalarining bog‘lanishli nutqini o‘stirishda o‘qituvchilarda uchraydigan muammolar va shu muammolarni yechishda qo‘llaniladigan innovatsion metodlar yoritib berilgan. Shunday globallashuv davrida texnika oliy o‘quv yurtlarida ham ingliz tili ta‘limi jarayoni noannanaviy yo‘llar bilan o‘tish davr taqozosi bo‘lib o‘qituvchilardan ko‘plab innovatsion metodlarni qo‘llashni taqozo qiladi.

Kalit so‘zlar: bog‘lanishli nutq, innovatsion metodlar, “insert” metodi, shakllantirish, metod, usul

Аннотация: В этой статье рассматриваются проблемы, с которыми сталкиваются учителя при развитии связной речи студентов технических вузов, а также инновационные методы, используемые для решения этих проблем. Так, в эпоху глобализации техника в высших учебных заведениях процесс обучения английскому языку является переходным процессом нетрадиционными способами, требующими от учителей применения множества инновационных методов.

Ключевые слова: связная речь, инновационные методы, метод “insert”, формирование, метод

Annotation: this article highlights the problems encountered in teachers when growing the connected speech of students of technical higher education institutions and innovative methods used in solving these problems. So in the era of globalization, the technique dictates the use of many innovative techniques from teachers, even in higher educational institutions, the process of English language education is the subject of a transitional period in non-traditional ways.

Key words: coherent speech, innovative methods, "insert" method, formation, method

Bugun mamlakatimizda chet tillarini o'rganish va o'rgatishga bo'lgan e'tibor har qachongidan ham kuchli va bu jumladan, ingliz tili ta'limiga ham zamonaviy talablarni qo'ymoqda. Xususan, texnika oliy o'quv yurti talabalarida xorijiy tillarni o'qitishda yuqori darajadagi bilim hamda ko'nikmalarni shakllantirish va rivojlantirish o'quv jarayonining zamonaviy shartlaridan biriga aylanib ulgurdi. Zero, an'anaviy usul va vositalar yuqori talablarga asoslangan pedagogik texnologiyalar oldida o'zini oqlay olmayotgani bois, yangicha yondashuv zarur. [10]

Inson faoliyatining barcha sohasida tegishli metodlardan foydalanadi. Ularni esa borliqni amaliy yoki nazariy o'zlashtirishning yig'indisi deyish mumkin. Amaliyotda ba'zan "metod" va "texnologiya" tushunchalari bir xil mazmunda qo'llaniladi. [1] Aslida, metod – maqsadga erishish yo'li, usullari yig'indisi sifatida yaxlit ta'lim jarayonining alohida tarkibiy qismidir. "Metod" bilan birga "usul" atamasi ham qo'llanilsa-da, biroq bu so'zlar ham ayni bir xil ma'noga ega emas. Metod o'quv maqsadiga erishish yo'li bo'lsa, usul metodning alohida tomoni yoki tarkibiy qismidir. Jumladan, o'qituvchi tomonidan ko'p foydalaniladigan mashq manbasiga ko'ra, amaliy metod hisoblansa, uni qo'llash bir necha usullar yordamida amalga oshiriladi.[2]

Ta'lim jarayonida pedagogik texnologiyalardan foydalanishning samaradorligini baholash ham muhim. [3] Pedagogik texnologiyalarning imkoniyatiga asoslangan holda ularni amaliyotga tadbiq etishning samaradorligini esa quyidagi mezonlar yordamida aniqlash mumkin: ta'lim-tarbiya va shaxsni rivojlantirish vazifalarining o'zida yaxlit aks ettira olishi; zamonaviy fan-texnika darajasini ifodalashi; talabalarning psixologik xususiyatiga mos kelishi; o'quv materialining zarur axborotlar bilan to'liq ta'minlangani; o'qitish jarayonida rang-barang metod va vositalarni qo'llash imkoniyati ta'minlangani; ta'limning ko'rgazmaliligi

va barcha uchun ochiqligini ta'minlash tamoyiliga egaligi; ko'p funktsiyali ta'lim vositalaridan foydalanish va ularni oson ekspluatatsiya qilish imkoniyati mavjudligi; pedagogning talabalarga mustaqil ishlarni samarali tashkil etishga ko'maklashish darajasi. [4]

Texnika oliy o'quv yurtlari talabalarining ingliz tili darsida bog'lanishli nutqini o'stirishni samarali tashkil etish, uch bosqichli texnologiya asosida amalga oshiriladi. Mazkur jarayonning birinchi bosqichida talabalar amaliy tarzda monologik (bog'lanishli) nutqning funktsional-mazmuniy turlari bilan tanishtiriladi. [5] Ularda hikoya matni (topik) tuzish malakasi muayyan darajada shakllanganini inobatga olib, asosiy urg'u tasvirlash tipidagi matnlarni tuzishga qaratiladi. Buning uchun, tasvirlash matni namunasi bilan tanishtirilgani va uning tahlilidan so'ng, alohida predmetning tasviri aks etgan og'zaki va yozma matn tuzish malakasini oshirish maqsadida "insert" texnologiyalardan foydalanish maqsadga muvofiqdir. [6]

Mazkur texnologiyani ingliz tili darsida qo'llash algoritmi quyidagicha ifodalanishi mumkin: birinchi navbatda, tasvirlash uchun ob'ekt tanlanadi. Talabalar guruhlariga bo'linadi va nomlanadi, har bir guruhdan taqdimotchi (prezentator) belgilanadi. So'ng ishtirokchilarga tasvirlash uchun ob'ekt (predmet) tanlash taklif etiladi va uni tasvirlash uchun kerak bo'ladigan so'zlarni qator qilib yozish vazifasi beriladi. Topshiriqni bajarish uchun ishtirokchilarning tayyorgarlik darajasini hisobga olgan holda vaqt belgilanadi. [7]

O'qituvchining vazifasi boshqarish va nazorat qilishdan iborat. [8] Belgilangan vaqt tugagach, har bir guruhning taqdimotchisi guruh ishtirokchilari tomonidan belgilangan ob'ektni tasvirlash uchun tanlangan so'zlar ro'yxati bilan tanishtiradi. Topshiriqning bajarilishi tahlil qilinadi va zarurat paydo bo'lganda, o'qituvchi rahbarligida lug'at ishi amalga oshiriladi. [9] Keyingi bosqida ma'lum ob'ektni tasvirlash uchun belgilangan maqsad asosida tanlangan so'zlarni matnda qo'llash tartibi belgilanib, bajarilishi tahlil qilinadi, kerakli o'zgartirishlar kiritiladi. Navbatdagi bosqichda oldingi bosqichlarda erishilgan natijalar asosida berilgan vaqt doirasida mini-esse - tanlangan tasvirlash ob'ektining tasvirini qamrab olgan yozma tasviriy matn tuzish topshirig'i beriladi. [10] Yaratilgan matnlarni tahlil qilish natijasida navbatdagi bosqichda foydalanish uchun texnologiyalar belgilanadi. Mazkur bosqichda talabalarda shakllantirilgan bilim va malakalarni

umumlashtirish, bu boradagi faoliyat istiqbolini belgilash maqsadida BBB texnologiyasidan foydalanish mumkin.[11]

Talabalarda bog‘lanishli nutq malakalarini o‘stirish jarayonining ikkinchi - maxsus o‘rgatish bosqichida muammoli, shaxsga yo‘natirilgan ta’lim, klaster, tanqidiy fikrlash texnologiyalaridan foydalanish maqsadga muvofiqdir.[15]

Ingliz tili darslarida texnika oliy o‘quv yurti talabalarining bog‘lanishli nutqini o‘stirishning maqsadi predmet, voqea va hodisalar haqidagi fikrlarini mantiqiy ketma-ketlik, grammatik, o‘zaro bog‘langan, sintaktik jihatdan yaxlit ifodalash malakasini rivojlantirishdir. [19]

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FACTORS OF DEVELOPMENT OF LINGUISTIC COMPETENCE

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Annotation: The ability to communicate, build relationships, and grow spiritually depends on language. The subject of "English language" has a unique place among other academic courses due to its understanding of the role of language in society, determining the ultimate goal of language education, that is, "learning and forming free speech activity develops linguistic competence in non-philological students", as well as their mental, intellectual development and the formation of linguistic personality education are covered in detail in this article.

Keywords: Competence, ultimate purpose, development, linguistic competence lesson, mother tongue, mixed level.

Аннотация: Способность общаться, строить отношения и духовно расти зависит от языка. Предмет «Английский язык» занимает уникальное место среди других учебных курсов благодаря своему пониманию роли языка в жизни общества, определяя конечную цель языкового образования, то есть «обучение и формирование свободноречевой деятельности развивает языковую компетенцию в студенты», А также их психическое, интеллектуальное развитие и формирование языковой личности образования подробно освещаются в данной статье.

Ключевые слова: компетентность, конечная цель, развитие, урок языковой компетенции, родной язык, смешанный уровень.

Annotatsiya: Muloqot qilish, munosabatlar o'rnatish va ma'naviy o'sish qobiliyati tilga bog'liq. "Ingliztili" fani boshqa akademik kurslar orasida tilning jamiyatdagi vazifasini anglashi bilan o'ziga xos o'ringa ega bo'lib, tilni o'qitishning pirovard maqsadini, ya'ni "erkin so'z faoliyatini o'rganish va shakllantirishdan iborat ekanligini aniqlash imkonini beradi. Talabalarda lingvistik kompetentsiya», shuningdek, ularning aqliy, intellectual rivojlanishi va lingvistik shaxsni tarbiyalashni shakllantirish haqida ushbu maqolada atroflicha yoritilgan

Kalit so‘zlar: Kompetensiya, pirovardmaqsad, rivojlantirish, lingvistikkompetentsiyadarsi, onatili, aralashbosqich.

Introduction

Teaching kids their home language's grammar provides excellent prospects for their linguistic and intellectual growth because it enhances their general education and provides them with understanding of fundamental principles and rules as well as language-based forms of expression. Thoughts help pupils improve their logical thinking, which forms the basis of practical abilities like speech and spelling. The development of linguistic, linguistic, and communicative competence requires a foundational knowledge, skill set, and aptitude in morphology. [2]

The works of eminent psychologists, including L.S. Vygotsky, P.Y. Galperin, V.V. Davydov, S.F. Zhuykov, A.N. Leontyev, N.A. Menchinskaya, E.N. Kabanova-Meller, S.L. Rubinshtein, N.F. Talyzina, and I.S. Didacts by V.V. Kraevsky, I.Ya. Lerner, M.N. Skatkin, and others, Yakimanskaya et al. The issue of language development is underlined in the works of A.I. Vlasenkov, T.K. Donskoy, V.V. Dudnikova, G.K. LidmanOrlova, T.A. Ladyzhenskaya, S. I. Lvova, P. Ozerskaya, M.M. Razumovskaya, L.A. Trostentsova, etc. in the methods of teaching the native language.[4]

The growing potential of morphology is not fully realized in the modern classroom, according to methodologist scientist research and years of observation of teaching practice. Examining pupils' knowledge and skill levels reveals that they memorize linguistic definitions, but do not comprehend the fundamentals of basic morphological concepts, are unable to construct a coherent monologic statement on a linguistic topic, are unable to distinguish between words' lexical and grammatical meanings, and have weak analytical-synthetic activity skills.[3]

Our study consists in the following: in creating a system for the phased formation of linguistic competence, providing for mastery of the methods of action, assuming both the assimilation of theoretical information about the language and the formation of skills that ensure their use in speech; in the development of a system of tasks and exercises that implement the activity aspect of studying grammatical concepts and contributing to the formation of linguistic competence of students. [6] The study theoretically substantiates the methodology for the formation

of linguistic competence, defines the stages of its formation, identifies the most important methods of action in terms of the formation of linguistic competence, creates a system for mastering them on the basis of specially designed tasks and exercises. In the teaching of the mother tongue, the learning objectives, its content, knowledge levels, skills at the present stage are determined through linguistic, linguistic and communicative competencies (148; 190). In the methodology of the native language as a mother tongue, these are relatively new, but concepts that have already received citizenship rights. [8]

The introduction of the concept of competence in the methodology of teaching the mother tongue is associated with the search for ways (more accurately determine the goals of learning and identify levels of language proficiency. Currently, there are various understandings of competency. In some cases, competence and competence are considered as two different concepts, in others - these concepts are not differentiated. So, in the explanatory dictionary, competence is “a circle of questions, phenomena in which one is well aware” or “a circle of questions, phenomena in which a given person has authority, knowledge, experience”; competence is awareness, authority / 132, 248 /. Thus, competence is a phenomenon / “circle of questions” /, and competence is a property, a quality of an individual. In other words, competence and competence are two separate concepts. In the dictionaries of methodological terms / 39, 97; 1, 118 / the authors give a double interpretation of the term competence: 1 / “the totality of knowledge, skills, abilities formed in the process of training a particular discipline” / that is, competence is really a “circle of questions” /; 2 / "the ability to perform any activity" / that is, in fact, not competence, but competence is a property of a person /. The thesis is based on the definition proposed by academician N.M. Shansky and E.A. Fast. Competence is understood as the possession of a combination of knowledge about the language, knowledge of the “rules for their analysis and synthesis” and the ability to use them for communication purposes. Currently, types of competence are distinguished: linguistic and / or linguistic, communicative, speech, ethnocultural, stylistic and others. An analysis of the literature on the research problem indicates an ambiguous interpretation of these terms in linguodidactics. [2]

Conclusion

According to these tables, pupils primarily grasp the names of animals, humans, and inanimate objects within the general grammatical meaning of a noun, as in addition to social and natural occurrences. [15] Most students do not define collective nouns, words calling attributes, acts, or numbers. One of the explanations for the recognition of nouns whose lexical meaning conflicts with the general category / "conflicting words" / is a limited comprehension of the "subject." The success of spelling, punctuation, and syntactic analysis is heavily influenced by practical skills to recognize parts of speech and their morphological traits, which contributes to mastering the pertinent standards of the native literary style. [6]

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**THE PEDAGOGICAL AND PSYCHOLOGICAL
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Abstract: This article discusses several methods of teaching foreign languages, as well as pedagogically effective learning, as well as some modern technologies of teaching through a psychological approach.

Keywords: Foreign language, independent language learning, teaching pedagogy, psychology, educational technologies, project, interest, activity, interactive methods.

Аннотация : В данной статье рассматриваются несколько методов обучения иностранным языкам, а также педагогически эффективное обучение, а также некоторые современные технологии обучения через психологический подход.

Ключевые слова: Иностранный язык, самостоятельное изучение языка, педагогическая педагогика, психология, образовательные технологии, проект, интерес, деятельность, интерактивные методы.

Annotatsiya: Ushbu maqolada xorijiy tillarni pedagogik samarali o'rganish bilan bir qatorda o'qitishning bir qancha usullari, shuningdek, psixologik yondashish orqali o'qitishning ba'zi zamonaviy texnologiyalari muhokama qilinadi.

Kalit so'zlar: *Chet tili, mustaqil tilni o'rganish, o'qitish pedagogikasi, psixologikasi, ta'lim texnologiyalari, loyiha, qiziqish, faoliyat, interfaol usullar.*

INTRODUCTION

In today's globalized world, learning a foreign language has become a necessity. It has become an essential skill for individuals who want to communicate effectively in different parts of the world. It is no longer enough to speak just one language, as businesses and educational institutions now require individuals who can communicate effectively in multiple languages. Learning a foreign language can broaden our horizons, enhance our career prospects, and help us understand various cultures. However, mastering a foreign language is not an easy task. It requires a lot of effort, time, and dedication. In this essay, we will discuss the psychological and pedagogical foundations of foreign language learning.

LITERATURE ANALYSIS AND METHODS

In the research process, popular pedagogical and psychological methods of teaching and learning English were used, and Internet resources were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis and synthesis, logic were used.

DISCUSSION AND RESULTS

The pedagogical foundations of foreign language learning refer to the theories, principles, and practices that underpin the teaching and learning of a foreign language. These foundations encompass a wide range of areas, including language acquisition, cognitive development, learning styles, and teaching methods. In addition, Pedagogically, foreign language learning is based on several approaches and methodologies, including communicative language teaching (CLT), task-based language teaching (TBLT), and the audio-lingual method. CLT emphasizes the importance of communication in language learning and encourages learners to use language in real-life situations. TBLT focuses on the use of authentic tasks and activities to promote language acquisition. The audio-lingual method emphasizes the repetition of language patterns and the use of drills and exercises to develop language skills.

Other pedagogical foundations of foreign language learning include language input, which refers to the exposure of learners to the target language in meaningful contexts, and language output, which refers to the production of language by learners. Additionally, motivation, aptitude, and individual learning styles are also important factors that can influence the success of foreign language learning.

Theories of language acquisition are concerned with how individuals learn language. There are two main theories of language acquisition: behaviorist and cognitive. Behaviorist theory posits that language is learned through imitation and reinforcement. Cognitive theory, on the other hand, posits that language is learned through mental processes, such as observation, inference, and problem-solving.

Research has shown that cognitive theory is a more effective way to teach a foreign language. This is because cognitive theory emphasizes the importance of mental processes in language learning. For example, it is important to provide learners with opportunities to observe and infer the meaning of words and phrases in context. This can be done through activities such as reading, listening, and watching videos.

Cognitive development refers to the development of mental processes such as attention, memory, and problem-solving. These processes are essential for language learning, as learners need to be able to pay attention, remember new vocabulary and grammar rules, and solve problems related to communication.

The most effective way to promote cognitive development in language learners is through active engagement. This can be achieved through activities such as group discussions, role-playing, and problem-solving tasks. These activities require learners to use their cognitive processes actively and apply them to real-world situations.

Learning styles refer to the preferred way in which individuals learn. There are three main learning styles: visual, auditory, and kinesthetic. Visual learners prefer to learn through visual aids such as pictures and diagrams. Auditory learners prefer to learn through listening to lectures and discussions. Kinesthetic learners prefer to learn through hands-on activities and movement.

Effective foreign language teaching should cater to all three learning styles. This can be achieved through the use of a variety of teaching methods, such as the visual presentation of new vocabulary and grammar rules, the use of audio recordings for listening practice, and hands-on activities such as role-playing and skits.

The most effective teaching methods for foreign language learning are those that are student-centered, interactive, and communicative. Student-centered teaching methods place the learner at the center of the learning process, allowing them to take an active role in their learning. Interactive teaching methods involve learners in activities that require them to interact with each other, promoting communication and collaboration. Communicative teaching methods focus on developing learners' ability to communicate effectively in real-life situations.

Some of the most effective teaching methods for foreign language learning include the communicative approach, task-based learning, and the flipped classroom model. The communicative approach emphasizes the development of communication skills through meaningful interaction.

Psychologically, foreign language learning is based on the principles of cognitive psychology, which suggests that learning is an active process that involves the acquisition of knowledge and skills through mental processes such as attention, memory, and problem-solving. Language learning also draws upon the principles of social psychology, which recognizes the importance of social and cultural context in language acquisition.

Social psychology also plays an important role in foreign language learning. Language is a social and cultural phenomenon, and learners must be aware of the social and cultural context in which language is used. This includes understanding the social norms and expectations associated with language use, as well as the cultural values and beliefs that shape language use. [11]

Understanding the psychological foundations of foreign language learning is crucial for language teachers and learners. It helps them understand the cognitive processes involved in language learning

and the factors that influence language learning. Here are some of the psychological foundations of foreign language learning:

Motivation is one of the key factors that influence language learning. Motivation can be intrinsic or extrinsic. Intrinsic motivation is the desire to learn a language because of personal interest, while extrinsic motivation is the desire to learn a language because of external rewards such as grades or job opportunities. Intrinsic motivation is considered more effective in language learning as it leads to higher levels of engagement and effort. [20]

Memory plays a crucial role in language learning. Language learners need to remember vocabulary, grammar rules, and sentence structures to communicate effectively. There are two types of memory: short-term memory and long-term memory. Short-term memory is used to hold information temporarily, while long-term memory is used to store information for a longer period. Language learners need to transfer information from short-term memory to long-term memory to retain it.

Attention is another important psychological factor that influences language learning. Language learners need to pay attention to the language input to understand and acquire it. Attention is influenced by various factors such as interest, motivation, and cognitive load. High cognitive load can reduce attention and hinder language learning. [22]

Anxiety is a common psychological factor that affects language learning. Language learners may feel anxious about making mistakes, speaking in front of others, or not understanding the language. Anxiety can cause negative emotions and hinder language learning. Teachers can help reduce anxiety by creating a supportive and positive learning environment. [28]

CONCLUSIONS AND SUGGESTIONS

In conclusion, foreign language learning draws upon several psychological and pedagogical foundations that inform effective language acquisition. These include cognitive and social psychology principles, as well as approaches and methodologies such as CLT, TBLT, and the audio-lingual method. Language input and output, motivation, aptitude, and individual learning styles are also important factors that influence the

success of foreign language learning. By understanding these foundations, language teachers can develop effective language teaching strategies that support learners in their language learning efforts.

With the growing importance of global communication and cooperation, it is more important than ever to equip students with the skills they need to communicate effectively with people from all over the world.

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THE FACTORS OF AFFECTING TO THE SPEECH ETIQUETTE

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Annotation: A successful speech technique cannot be done without watching the commonplace rules of linguistic etiquette between the interlocutors. For example, when referring to somebody, it is important to take into account gender, social status, and, of course, the age of this person, as phrases and words that the speaker can say to a friend, family members, close family and some associates may not be applicable to a stranger, a man or woman in a higher position, or an older person. This passage emphasizes the importance of speech etiquette in communication, and highlights several key aspects of it.

Key words: culture of the country, inner meanings of words, cross-cultural, principles of politeness, active listening, nonverbal communication.

Аннотация: Успешная техника речи невозможна без соблюдения банальных правил языкового этикета между собеседниками. Например, при обращении к кому-либо важно учитывать пол, социальный статус и, конечно же, возраст этого человека, так как фразы и слова, которые говорящий может сказать другу, членам семьи, близким родственникам и некоторые партнеры могут быть неприменимы к незнакомцу, мужчине или женщине, занимающим более высокое положение, или пожилому человеку. В этом отрывке подчеркивается важность речевого этикета в общении и выделяются несколько ключевых его аспектов.

Ключевые слова: культура страны, внутренние значения слов, кросскультурность, принципы вежливости, активное слушание, невербальная коммуникация.

Annotatsiya: Muvaffaqiyatli nutq texnikasini suhbatdoshlar o'rtasidagi tilshunoslik odob-axloq qoidalariga rioya qilmasdan amalga oshirish mumkin emas. Masalan, kimgadir murojaat qilganda, so'zlovchining do'stiga, oila a'zolariga, yaqin oilasiga aytishi mumkin bo'lgan iboralar va so'zlar sifatida jinsi, ijtimoiy mavqei va, albatta, bu odamning yoshini hisobga olish muhimdir. ba'zi sheriklar notanish kishiga, yuqori lavozimdagi erkak yoki ayolga yoki yoshi kattaroq shaxsga tegishli bo'lmasligi mumkin. Bu parcha muloqotda nutq odobining muhimligini ta'kidlab, uning bir qancha asosiy jihatlarini yoritib beradi.

Kalit so'zlar: mamlakat madaniyati, so'zlarning ichki ma'nolari, madaniyatlararo, xushmuomalalik tamoyillari, faol tinglash, og'zaki bo'lmagan muloqot.

INTRODUCTION

Nonverbal communication, such as gestures and facial expressions, also play a role in effective communication. It is important to be aware of one's body language and to avoid excessive gestures. Adhering to the rules of speech etiquette is crucial for becoming a skilled conversationalist, as violating these rules can be viewed as disrespectful and impolite [1]. Speech etiquette refers to the set of rules and

expectations that govern communication in different social situations. Effective communication involves not only the use of appropriate language but also an understanding of social norms, cultural expectations, and the needs of the listener. The rules of speech etiquette can vary greatly depending on the context, culture, and audience. In this work, we will explore some of the key areas of speech etiquette, including nonverbal communication, active listening, politeness, and cross-cultural communication [2].

Nonverbal communication refers to the use of body language, gestures, and facial expressions to convey meaning. Nonverbal communication can be just as important as verbal communication in establishing rapport and conveying emotions. For example, a smile can indicate friendliness and openness, while crossed arms can indicate defensiveness or disinterest. It is important to be aware of your own nonverbal cues and to interpret the nonverbal cues of others in order to communicate effectively [3].

Active listening is a crucial aspect of speech etiquette. Active listening involves not only hearing the words that are being spoken but also understanding the underlying meaning, context, and emotions. Active listening involves techniques such as paraphrasing, asking questions, and reflecting back what the speaker has said. Active listening can help to establish trust, build rapport, and resolve conflicts. It is important to give your full attention to the speaker, avoid interrupting, and avoid distractions such as phones or other devices.

METHODS AND INVESTIGATIONS

Politeness is a key aspect of speech etiquette. Politeness involves using language and behavior that is respectful, considerate, and appropriate for the situation. Politeness can involve techniques such as using "please" and "thank you", avoiding negative language, and avoiding criticism or confrontation. Politeness can help to establish trust, build relationships, and avoid misunderstandings [7]. It is important to be aware of cultural differences in politeness norms, as what may be considered polite in one culture may be considered rude in another.

Cross-cultural communication involves communicating effectively with people from different cultures. Cross-cultural communication involves not only language skills but also an

understanding of cultural differences in communication styles, norms, and expectations. For example, some cultures may value direct communication, while others may value indirect communication. Some cultures may value individualism, while others may value collectivism [5]. It is important to be aware of these cultural differences in order to communicate effectively and avoid misunderstandings.

In addition, it can be said that in the process of studying the speech etiquette in English, we can face several problems.

Speech etiquette refers to the accepted and expected norms of behavior and language use in social situations. It is important to follow these norms in order to be perceived as polite, respectful, and professional in different settings. English is a global language that is spoken by millions of people around the world, making it essential to understand the rules of speech etiquette in this language.

In this work, we will explore some of the key areas of speech etiquette in English, including pronunciation, grammar, vocabulary, and conversation skills [6]. We will also examine some of the challenges that non-native speakers of English may face when trying to navigate these rules.

Pronunciation is a key aspect of speech etiquette in English. Proper pronunciation helps to ensure that the speaker is understood and respected by others. There are many different regional accents and dialects in English, which can make it difficult to achieve a standard pronunciation. However, there are some basic guidelines that can help non-native speakers to improve their pronunciation skills.

CONCLUSION

In conclusion, speech etiquette is an essential aspect of effective communication in different social situations. Effective communication involves not only the use of appropriate language but also an understanding of social norms, cultural expectations, and the needs of the listener. The rules of speech etiquette can vary greatly depending on the context, culture, and audience. By paying attention to nonverbal communication, using active listening techniques, practicing politeness, and being aware of cross-cultural differences, we can communicate more effectively and build stronger relationships with others.

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**TEACHING ENGLISH WITH THE HELP OF
INTERACTIVE GAMES IN PRIMARY SCHOOLS**

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ANNOTATION: Games and enjoyable activities are integral to teaching English as a second language. Whether you instruct adults or children, games will enliven your session and leave your students wanting more. You can use games to warm up the class before your lesson, give pupils a break when handling a complicated topic, or kill a few minutes after the course. Games can be used to test vocabulary, practice conversation, and learn tenses, among other things.

Key words:telling tales, class size, culture, logical, grammatical terms, materials, short questions, approaches, practice.

АННОТАЦИЯ: Игры и приятные занятия являются неотъемлемой частью обучения английскому как второму языку. Независимо от того, обучаете ли вы взрослых или детей, игры оживят ваши занятия и заставят ваших учеников хотеть большего. Вы можете использовать игры, чтобы разогреть класс перед уроком, дать ученикам передышку при решении сложной темы или убить несколько минут после курса. Игры можно использовать, помимо прочего, для проверки словарного запаса, разговорной практики и изучения времен.

Ключевые слова: рассказывание сказок, размер класса, культура, логические, грамматические термины, материалы, короткие вопросы, подходы, практика.

ANNOTATSIYA:O'yinlar va qiziqarli mashg'ulotlar ingliz tilini ikkinchi til sifatida o'rgatishning ajralmas qismidir. Kattalarga yoki bolalarga ko'rsatma berasizmi, o'yinlar sizning mashg'ulotingizni jonlantiradi va o'quvchilaringizga ko'proq narsani xohlaydi. Siz darsdan oldin sinfni qizdirish, murakkab mavzuni ko'rib chiqishda o'quvchilarga

tanaffus berish yoki kursdan bir necha daqiqa o'tib o'ldirish uchun o'yinlardan foydalanishingiz mumkin. O'yinlar so'z boyligini tekshirish, suhbatni mashq qilish va boshqa narsalarni o'rganish uchun ishlatilishi mumkin.

Kalit so'zlar: ertaklar, sinf o'quvchilari, madaniyat, mantiqiy, grammatik atamalar, materiallar, qisqa savollar, yondashuvlar, amaliyot.

INTRODUCTION

Since the beginning of time, telling stories has been a component of all societies. Once I could read, I started hearing fairy stories from all over the world while I was growing up. But conveying stories is a completely different affair. Who doesn't like making up stories of all kinds? One of the best games for teaching English, it enables students to polish their speaking, grammar, and listening abilities while causing a giggle riot in the classroom [1]. The rules are as follows: this is a quick-witted, fast-paced game that works best in a smaller class because it would otherwise consume the entire class period. The pupils are then given the assignment of introducing the other team member after forming teams in pairs. They should introduce themselves by name, try to get the other person to chat about their interests, hobbies, family, etc. The drawback is that they are free to invent any tale about their companion [2]. It may be mixed up with the truth or wholly made up. The second student must listen intently and call out "Liar!" anytime they discover a lie while paying special attention to the description (mid you, this is meant to be their details). Now, that pupil will correct the other. For instance, "Hi, I'm John. John is a native of Las Vegas. Then, John exclaims (in jest), "Liar! I'm from London, and my name is Jack. After the introduction, students alternate positions. The students get to know one another better, and it can be a lot of fun. This English-related game can be used as a warm-up or a practice session.

METHODS AND INVESTIGATIONS

Some students choose to study English with a specific goal in mind, such as moving overseas, pursuing a profession abroad, or even getting married in a foreign country. Role-plays are a fantastic way to examine normal situations, employ relevant terminology, and improve speaking abilities. The class is divided into two or three teams. Each team chooses

a real-life scenario, such as a doctor's appointment, upper market shopping, an immigration officer, etc[4]. Each group turns you into a customer in turn. Change things up by giving your pupil various problems and responses to choose from. The opposing teams are free to watch and make notes. The intention is to give the kids more self-assurance in everyday settings. After the session is over, you can talk about the feedback. [8]

A good game to introduce or review vocabulary and sentence structure when teaching English. All student levels can play this English language teaching game. Do you recall using the new words you learned in class to form sentences? I do, and the basis for this advice is that exercise [17]. Make a list of the vocabulary words you want to review by looking them up. Then, fold the two small pieces of paper with each word written on them to make two sets of each word. However, be sure to keep the identical bundles apart! Divide your class into two groups and give each team a set of the folded [19]. Make sure that both teams have the same collection of terms. There should be at least one paper for each student on each team. Next, ask two students who shared the same word to come to the board and use it in a sentence. The goal is to accurately complete the statement first. Therefore, it stands to reason that the statement that is worded correctly will win. [26]

CONCLUSION

In conclusion, we can face a number of challenges in the process of learning and, of course, teaching any language. There are many more, and you can be creative in adapting other games to teach English in your class. I hope you will find this list of games useful and enjoyable for your class. Always when you are starting something new, see how it goes with the students and make notes for the future. It will help you to learn their preferences and helpful for you as a teacher.

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UDK:30 428

**INGLIZ TILI YO`NALISHI TALABALARIGA FRANSUZ
TILINI CHET TIL SIFATIDA O`QITISHNING
PSIXOLINGVISTIK MAQSADLARI.**

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Annotasiya : Ushbu maqolada fransuz tilini ikkinchi chet til sifatida o`qitishning psixolingvistik maqsadlari va maqsadga erishish uchun qo`yilgan vazifalar haqida gap boradi.

Kalit so`zlar: konseptual yondashuv kommunikativ kognitiv yondashuv концептуал ёндашув, kommunikativ kompetensiya , ijtimoiy-madaniy kompetensiya , pragmatik kompetensiya.

Аннотация: В данной статье рассматриваются психолингвистические цели обучения французскому языку как второму иностранному и задачи для достижения цели.

Ключевы слова: концептуальный подход, коммуникативно-когнитивный подход, коммуникативная компетентность, социокультурная компетентность.

Annotation: This article deals with the psycholinguistic goals of teaching French as a second foreign language and the task to achieve the goal.

Key words: conceptual approach, communicative –cognitive approach, communicative competence, socio-cultural competence.

Bugungi kunda jahonda ro'y berayotgan ijtimoiy-iqtisodiy va siyosiy o'zgarishlar dunyo xalqlarini bir-biriga yaqinlashtirishga xizmat qilish bilan bir qatorda o'zaro tinchlik va birlikning yaxlit bo'lishiga ham olib kelmoqda. Hozirgi davrning dolzarb masalalaridan biri xorijiy tillarni o'qitish orqali yosh avlodni ona vatanga muhabbat va sadoqat, milliy g'urur, yuksak axloq va ma'naviyat, qadimiy va boy merosimizga iftixor tuyg'usi, milliy va umuminsoniy qadriyatlar ruhida tarbiyalashdir. Jahon ta'lim tizimidagi tub islohotlar talabalarning chet tillarni mukammal o'rganishlari, barcha sohalarida chet tilini bilgan holda o'zlarini namoyon eta olishlari uchun zarur shart –sharoit yaratib berish, ularning xoijiy tilda og'zaki va yozma nutqlarini rivojlantirish muammolarini ilgari surmoqda. Ta'lim oluvchilarning chet tilida fikr yuritish, erkin nutqni amalga oshira olish qobiliyatlarini rivojlantirish, intellektual faoliyatini shakllantirish, ularning tayyorgarligini baholash masalalari bilan hozirgi kunda YuNESKO, YuNISEF, Yevropa Universtitetlari assotsiatsiyasi, Oliy ta'lim sifatini ta'minlash Yevropa tarmog'i kabi tashkilotlar shug'ullanmoqda. Bu masalaning umumiy tendentsiyalarda rivojlanishi zamonaviylik va yosh avlodda chet tiliga oid malakalarning shakllanishida katta ahamiyat kasb etib, zamonaviy tarbiya muammolari bilan bog'liq holda talabalarning ijodiy qobiliyatlarini oshirishga xizmat qilmoqda.

Mamlakatimizning dunyo hamjamiyatiga integratsiyalashuvi, fan, texnika va texnologiyaning rivojlanishi yosh avlodning ko'p madaniyatli dunyoda raqobatbardosh bo'lishi bir necha chet tillarni mukammal egallashni taqozo etadi. Bu esa O'zbekiston Respublikasi ta'lim tizimiga chet tillarni o'rgatish bo'yicha xalqaro standartlarni joriy etish orqali ta'minlanadi.

O'zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi PQ-5117-son “O'zbekiston Respublikasida xorijiy tillarni o'rganishni

ommallashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi Qarori, shuningdek, boshqa direktiv xujjatlar ushbu sohaning istiqbolini belgilovchi omillardan biridir. Hozirgi kunda mamlakatimizda chet tillarni o'rganishga hukumat darajasida e'tibor berilayotganligi sababli, jahon ta'lim standartlari talablariga javob beruvchi o'quv dasturlari va darsliklar, ilg'or pedagogik va axborot texnologiyalar ishlab chiqilmoqda va amaliyotga tadbir etilmoqda. Chet til o'qitish orqali barkamol, har tomonlama yetuk shaxsni tarbiyalashga e'tibor qaratilmoqda.

Umumiy o'rta ta'lim maktablari, akademik litsey, texnikum va oliy ta'lim muassasalarida hozirgi kunda respublikamizda 10 dan ortiq chet tillar hamda ikkinchi chet tillar sifatida ingliz, nemis, fransuz, ispan, italyan, fors, koreys, xitoy, yapon tillari o'qitilmoqda.

Respublikamizdagi barcha oliy ta'lim muassasalarida ham bir nechta chet tillarni o'rgatib kelinmoqda. Chet tillarga qiziqish ortib borayotgan hozirgi kunda o'quv dasturida ikki yoki uchta chet tilning mavjudligini ko'rishimiz mumkin. Ikki va undan ortiq tillarni o'qitish sohasidagi nazariy tadqiqotlarga katta qiziqish, to'plangan tajribani tahlil qilish va umumlashtirish zarurligi bugungi kunning muhim vazifalardan biridir.

Bugungi kunda chet tilni o'qitishning zaruriyati: (1) xalqaro aloqalarning rivojlanishi va turli sohalarda qo'llanayotgan xorijiy tajribalar (2) globalizatsiya; xalqlarning bir-biriga yaqinlashishi uchun ko'plab yangi yo'llarni ochilishi tufayli yuzaga kelmoqda.

Biroq, bugungi kunga qadar, Respublikamizda ikkinchi chet til sifatida fransuz tilini o'qitish usullarini tanlash muammosi na nazariy, na amaliy jihatdan ilmiy tahlil qilinmagan. Ushbu muammo yuzasidan rossiyalik yetakchi olimlar I.L.Biim, N.D.Galskova, A.V.Shepilovalar tomonidan ikkinchi chet til o'qitishning kontseptual yondashuvlarini ishlab chiqilgan. Shuni ta'kidlash lozimki, ingliz tili ta'lim yo'nalishi talabalariga fransuz tilini o'qitishda birinchi chet tilni o'rganish jarayonida olingan lingvistik tajriba katta ustunlik beradi. Shu bilan birga, yetuk metodist-olimlarning ilmiy nazariyalari va tadqiqot ishlari shuni ko'rsatadiki, fransuz tilini chet til sifatida o'qitishda eng samarali yondashuv birinchi chet tiliga tayanishdir.

Rossiyalik yetakchi olim N.D.Galskovaning fikriga ko'ra, talabalarga fransuz tilini ingliz tili asosida kommunikativ-kognitiv

yondashuv orqali o'rgatishda qiyoslash tamoyilidan faol foydalanish yuqori samara beradi.

Talabalarga fransuz tilini ikkinchi chet til sifatida o'rgatishning asosiy maqsadi kommunikativ kompetentsiyani rivojlantirish hisoblanadi. Bunda talabalar kundalik hayotiy qiziqishlari doirasida ikkinchi chet tilda muloqot qilish imkonini beruvchi minimal til bilimlari va nutq ko'nikmalarini egallashlari kerak. Ammo, ikkinchi chet til bo'yicha oliy ta'lim muassasalarining fan dasturlarida ta'kidlanganidek, tilni o'zlashtirish maqsadi birinchi chet tilni o'zlashtirish maqsadidan farq qiladi.

Oliy ta'lim muassasalarida xorijiy tilni o'rgatishdan asosiy maqsad-bo'lajak chet til mutaxassislarning kundalik hayotlari, ilmiy va kasbiy faoliyatlarida bir necha xorijiy tillarda erkin muloqot qiluvchi mutaxassislarni tayyorlashdan iborat. Shu bilan birga, ularda vatanparvarlik hissini shakllantirish, mustaqil izlanish, bilim va ko'nikmalarini darsdan tashqari, OTMni bitirganlaridan keyin ham rivojlantirish hamda umumbashariy va sohaga oid ilmiy mavzularda mantiqiy fikrlash qobiliyatlarini takomillashtirishdan iborat.

Barcha ko'zlangan maqsadlar bir-biri bilan uzviy bog'liq bo'lib ta'lim jarayonida bir-birini taqozo etadi. Chet til o'qitishning amaliy maqsadi talabalarda kommunikativ kompetentsiyani rivojlantirishni nazarda tutadi. Bunda talabalarning nutq faoliyati turlari (tinglab tushunish, gapirish, o'qish, yozish) til birliklari (leksik, grammatik, fonetik), quyidagi ijtimoiy-madaniy va pragmatik kompetentsiyalarini rivojlantirishni kabi masalalarni o'z ichiga oladi. Bu ko'nikmalarni rivojlantirish o'z oldiga quyidagi maqsadlarni qo'yadi:

- Ilmiy, kasbiy va maishiy faoliyatga bog'lik mavzular yuzasidan og'zaki va yozma ravishda bayon etish ko'nikma va malakalarini rivojlantirish;

- Umumbashariy va milliy qadriyatlar bilan tanishtirish, madaniyatlararo bag'rikenglik va millatlararo hamdo'stlik hislarini singdirish;

- Ilmiy va kasbiy faoliyatda qo'llaniladigan termin va atamalarni o'rgatish va boshqalar.

Fransuz tilini ikkinchi til sifatida o'qitishning umumta'limiy maqsadi orqali o'quvchilarning tafakkurini yanada o'stirish, fransuz tilidan ma'lumot olish va berish, fransuz tilini yanada chuqurroq anglab

olish, fransuz tili haqidagi yangi bilimlar hamda tili o'rganilayotgan mamlakat xalqining tarixi, adabiyoti va madaniyati haqida tushuncha va ma'lumotlar olish hisobiga talaba o'quvchilar dunyoqarashini kengaytirish tushuniladi. Talabalarning anglash, fikrlashini o'stirish, dunyoqarashini kengaytirish chet tili hisobiga yoki fransuz tilida bo'ladi.

Tarbiyaviy maqsad chet tili — fransuz tili darsida baynalminal, axloq va estetik tarbiya berish hamda mehnatga munosabatini tarbiyalashni ko'zda tutadi. Albatta, bular fransuz tili — materiallari orqali fransuzcha nutq mavzusini, fransuzcha matnlar mazmunini tahlil qilish orqali amalga oshiriladi.

Rivojlantiruvchi maqsad: Bu maqsad o'quvchi, talabalarni shaxsan bilish o'rganish, o'rgatish yo'l-yo'riqlarini belgilab beradi. U til faktlarini tahlil qilish, umumlashtirish, mustaqil xulosa chiqarish, tinglash, nutq, harakat malakalarini rivojlantiradi. U tasavvur qilish, nutq vaziyatini tuzish orqali o'rgatishni, nutqda mantiqiy bog'liqlik bo'lishini, mustaqil fikr qila olishni, so'zlar ma'nosini fahmlab topishni, lug'at, qo'llanmalar bilan mustaqil ishlashni hamda fakultativ mashg'ulotlarga, sinfdan tashqari ishlarga mustaqil tayyorlanishni, ularni o'tkazishni rivojlantiradi. Yuqoridagi to'rtta maqsad doimo bir-birini to'ldirib turadi, bir-biri bilan aloqada bo'ladi. Har bir darsda o'rgatiladigan, qaytariladigan fransuzcha til materiallari, nutq faoliyatlari orqali shu to'rtta maqsadlar amalga oshirilishi kerak.

Fransuz tilini ikkinchi chet til sifatida o'qitishning quyidagi asosiy tamoyillari mavjud:

1. Fransuz tilini ikkinchi chet til sifatida o'rgatishni aniq shaxsga yo'naltirilganligi;

2. Ikkinchi chet tilni o'rgatish kognitiv jarayonligi. Demak, o'quvchi uni yangi dunyoqarash tizimining asl ma'nolari bilan tanishtirish orqali dunyo tasvirini shakllantiradi. Bu o'z ona tilida so'zlashuvchining madaniyatini o'rgatish, o'quvchida o'zining va o'zga xalqlar madaniyati haqida ko'nikmalarini shakllantirish, birinchi va ikkinchi chet tillari bo'lgan mamlakatlarning o'ziga xos madaniyati, urf-odatlarini, an'alarini tushunishni anglatadi. [12]

3. Ikkinchi chet tilni o'rgatish ijodiy jarayonligi. Ushbu tamoyilga ko'ra, darsda o'qituvchining faolligi kamayadi. Asosiy markazda talaba bo'ladi. Juftlik, guruhli ish turlari, qo'shma ijodiy topshiriqlar va loyihalar o'quv jarayonida muhim o'rin tutadi. Ushbu motivatsiya bilan

talaba qiyinchiliklarni osonlik bilan yengadi. O'qituvchining sa'y-harakatlari talaba faoliyatining o'zidan kelib chiqadigan va eng katta rag'batlantiruvchi kuchga ega bo'lgan ichki motivatsiyani rivojlantirishga qaratilgan bo'lishi kerak. Ichki motivatsiya talabaning fanga munosabatini belgilaydi va chet tilni o'zlashtirishda muvaffaqiyatni ta'minlaydi. Shuni aytishimiz mumkinki, o'quvchida "xorijiy til" faniga kognitiv qiziqish paydo bo'ladi. Bu ma'lum bir muvaffaqiyatga erishish uchun sharoitlar ta'minlanganligini anglatadi.

Ikkinchi chet tilni o'zlashtirish birinchi chet til bilan o'zaro aloqasiz amalga oshirilmaydi. Ushbu o'zaro ta'sir jarayoni ijobiy va salbiy tomonlarga ega. Ijobiy omillar orasida birinchi chet tilni o'rganishda talabalarning ijobiy tajribasiga tayaniladi. Bu o'quvchining ishtiyoqini, ijodiy qobiliyatini oshiradi, nutqiy fikrlash faoliyatini faollashtiradi va natijada o'quv jarayonini ancha osonlashtiradi. [14]

Talabalarning ikki tillilik chet til kompetentsiyasini shakllantirish o'qituvchi tomonidan yangi grammatik qoidalar va yangi leksik birliklarni tushuntirishda birinchi chet til tuzilishidagi qarama-qarshilik va qiyosiy yondashuvni qo'llash tufayli yanada muvaffaqiyatli bo'lishi mumkin. Ikkinchi chet tilni o'zlashtirish birinchisiga qaraganda ancha oson, chunki birinchi chet tilni o'rganishda olingan bilim va ko'nikmalar ikkinchi chet tilni o'qitishda qo'llaniladi. [17]

Shunday qilib, ingliz tili ta'lim yo'nalishi talabalariga fransuz tilini ikkinchi til sifatida o'rgatishda ikkita tilni solishtirish, qiyoslash, turli usullardan foydalanish yanada samarali o'zlashtirishga yordam beradi

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ОСНОВНЫЕ ПОДХОДЫ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация

За всю историю преподавания языков было предпринято много попыток сделать изучение второго языка похожим на то, как изучается родной язык. В результате они опровергли подходы, используемые методом грамматического перевода. Следовательно, уроки были сосредоточены на демонстрациях и действиях, а не на анализе структур, которые фокусируются на объяснении грамматических правил. Однако, хотя у некоторых лингвистов были идеи о том, как реализовать стратегии в преподавании языка, которые относились к естественному способу изучения языка, этому подходу приписывают заслуги.

Ключевые слова: Подход, действие, коммуникация, коммуникативный, язык, естественный путь, естественный метод, обучение, объяснение.

Annotation

In the history of language teaching, many endeavors have been made to make second language learning look similar to the way a first language is learned. As a result, they refuted the approaches used by the Grammar Translation Method. Consequently, the lessons were focused on demonstrations and action, and not on analysis of structures that focus on explanation of grammar rules. However, although some linguists had ideas on how to implement strategies in language teaching that pertained to the natural way of language learning, this approach is credited to.

Key words: Approach, action, communication, communicative, language, natural way, natural method, teaching, explanation.

Аннотация

Тил ўқитиш тарихида иккинчи тилни ўрганишни биринчи тилни ўрганиш услубига ўхшаш қилиш учун кўплаб ҳаракатлар қилинган. Натижада, улар грамматик таржима усули томонидан қўлланиладиган ёндашувларни рад етишди. Бинобарин, дарслар грамматика қоидаларини тушунтиришга қаратилган тузилмаларни таҳлил қилишга емас, балки намойишлар ва ҳаракатларга қаратилди. Бироқ, баъзи тилшунослар тил ўқитишда тил ўрганишнинг табиий усулига тегишли стратегияларни қандай амалга ошириш ҳақида ғояларга ега бўлишса-да, бу ёндашув ҳисобга олинади.

Калит сўзлар: Ёндашув, ҳаракат, алоқа, коммуникатив, тил, табиий усул, табиий усул, ўқитиш, тушунтириш.

Естественный подход. В девятнадцатом веке Франсуа Гуин был одним из лингвистов, который пытался разработать методологию, наблюдая за тем, как дети изучают свой родной язык. Аналогичным образом, другие лингвисты в конце этого столетия сосредоточились на более естественном подходе к изучению и преподаванию второго и иностранных языков; следовательно, их часто считают пионерами естественного метода.

Этот подход фокусируется на общении как основной функции языка; изучающие язык должны быть в состоянии сделать так, чтобы их поняли, даже если у них есть грамматические ошибки. При естественном подходе ожидается, что учащиеся будут выражать свои чувства и потребности, и уроки не разрабатываются на основе грамматических структур. Этот подход также использует задачи из других подходов. Например, командные задания из общая физическая реакция, метод, основанный на командах и действиях, и парная работа из коммуникативного подхода к обучению языку.

Естественный подход основан на пяти принципах овладения языком. Во-первых, существует дихотомия между приобретением и обучением. Второй принцип - это гипотеза естественного порядка, которая направлена на минимальное исправление ошибок учащихся. Существует мнение, что изучающие язык не собираются создавать языковые структуры, которые они должны выучить позже, на ранней стадии обучения. Еще одна гипотеза, на которую указывает Крашен при таком подходе, - это встроенный монитор, который есть у сторонников. Далее следует исходная гипотеза, которая имеет

первостепенное значение в этом подходе, поскольку методология основана сначала на входных данных, а на более позднем этапе будет иметь место вывод.

Последняя гипотеза связана с аффективным фильтром. Показано, что у людей есть аффективный фильтр, который позволяет учащимся легче усваивать язык. Когда аффективный фильтр низкий, учащиеся будут усваивать язык намного лучше, поскольку уровень стресса и страха будет снижен. Следовательно, обязанностью учителя иностранного языка является создание в классе обстановки, которая помогает изучающим язык снизить эмоциональный фильтр, чтобы овладение языком могло проходить эффективным образом. Одно из предложений, которые дает Крашен, состоит в том, чтобы избегать чрезмерной коррекции учащихся, чтобы предотвратить заторможенность во время выступления, и он предлагает вносить исправления косвенно. Были также сторонники натуралистических принципов; они пытались показать, что этот метод больше подходит для обучения вторым языкам детей и молодых взрослых. Как упоминалось выше, они также основывают свою теорию на том, как дети изучают свой родной язык, утверждая, что дети не получают грамматических объяснений или обучения второму языку, когда они изучают свой L1; таким образом, эта стратегия также может быть применена при обучении вторым языкам. В отличие от прямого метода, естественный подход создает меньшую нагрузку на уроки, ориентированные на учителя, прямое повторение и не требует от учащихся точной постановки. Естественный подход больше фокусируется на знакомстве с целевым языком и вводимых данных; поэтому для изучающих язык нормально проходить период молчания, когда они изучают целевой язык. Более того, те, кто выступает за такой подход, выступают против преподавания фонетики, поскольку на данном этапе изучающим язык необходимо больше внимания уделять соответствующим элементам языка. По мнению этих защитников, от изучающих язык не ожидается ни заучивания фонологических правил, ни выполнения упражнений по повторению. Фактически, они утверждают, что изучающие язык улучшат свое произношение после трех-четырех лет общения на изучаемом языке.

Есть некоторые аргументы в пользу того, что эта практика должна проводиться в классах из-за взаимосвязи, которая существует между устной речью и пониманием на слух. Преподавание прикладной фонетики может принести этим изучающим язык отличные результаты, и они добьются хорошего произношения на изучаемом языке; более того, исследования и фактические данные показывают, что обучение произношению также полезно для улучшения понимания на слух. Указывает на то, что изучающие язык, которым рассказывают о просодических паттернах английского языка, обычно утверждают, что обучение произношению помогает им понимать язык, на котором говорят по телевизору, в фильмах, по радио и в разговорах с носителями языка. Она также утверждает, что одна из причин, по которой это полезно, заключается в том, что, когда учащиеся обучены просодии, им легче понимать ритм, интонацию и сигналы, которые используются для передачи предполагаемого массажа. Более того, она отмечает, что многие изучающие английский язык, которым не хватает надлежащей подготовки к восприятию на слух, жалуются на то, что носители языка говорят слишком быстро. Этот комментарий автор также слышал от многих студентов, проходящих курсы устной речи и аудирования в США и Канаде. Кроме того, следует отметить, что одним из факторов, вызывающих плохое понимание на слух, является отсутствие фонетических знаний учащегося. Это можно заметить, когда ученик путает звуки в английском языке. Многие изучающие английский язык могут перепутать такие слова, как “ship for sheep”, “pen for pin”, “reach for rich”, “and hot for hat”. Следовательно, изучающим английский язык рекомендуется преподавать английскую фонетику, чтобы они познакомились со звуковой системой английского языка. Основываясь на исследованиях, можно сделать вывод, что философия преподавания естественного подхода, позволяющая избежать обучения четкому произношению, может быть сомнительной, поскольку изучающие второй язык могут извлечь выгоду из четких уроков фонетики. На самом деле, это может помочь им овладеть языком, потому что они научатся правильно произносить звуки изучаемого языка. Таким образом, учащиеся, придерживающиеся естественного подхода, выиграют, если учитель включит в курс преподавание прикладной

фонетики. Конечно, это не означает, что учителям языка нужно усложнять уроки слишком большим количеством правил фонетики. Кроме того, учителям следует рекомендовать книги и курсы учащимся, которые хотят улучшить свой акцент и звучать больше как носители изучаемого языка. Существуют книги, цель которых - улучшить английское произношение.

Использование коммуникативного подхода к обучению языку. Основная цель этого подхода состоит в том, чтобы сосредоточиться на обучении коммуникативным функциям, а не на формах; учащиеся должны уметь четко передавать их значение, и они должны уметь функционировать на изучаемом языке. Коммуникативный подход к обучению языку (CLTA) предполагает, что учащиеся должны излагать свои идеи различными способами. Язык не статичен; он меняется в зависимости от контекста, в котором он используется, и цели, для которой он используется. В CLTA изучающие язык имитируют реальные жизненные ситуации, когда они практикуют изучаемый язык; они сосредотачиваются на выражении своих потребностей функциональным способом, а не на форме; таким образом, сосредоточение внимания на значении имеет первостепенное значение для достижения коммуникации. Однако также разумно, что изучающие второй язык должны знать, какую форму они будут использовать для передачи предполагаемого значения. В результате то, что, как можно предположить, является новым в области преподавания второго языка, возможно, уже использовалось ранее в других предыдущих методах. Кроме того, как было сказано в начале, у каждого отдельного человека своя цель изучения второго или иностранного языка. Можно найти ученика, который больше заботится о развитии двух навыков, таких как аудирование и разговорная речь. Здравый смысл подсказывает, что этот учащийся хочет использовать язык как инструмент для устного общения; следовательно, его или ее целью будет достижение устного общения. С другой стороны, есть учащиеся, которые хотят овладеть четырьмя навыками, поэтому им нужно будет посвятить больше времени изучению изучаемого языка и использовать различные методы, подходы, стратегии и техники для развития полного владения изучаемым языком. Как отметил лингвист Генри Свет, хороший метод должен быть всеобъемлющим и эклектичным.

Она должна основываться на глубоком знании науки о фонетике языка, звуковых обозначениях, грамматической структуре различных репрезентативных языков и лингвистических проблемах в целом. Принимая это утверждение во внимание, можно ясно увидеть, как Свет представлял себе, что учителя иностранного языка должны быть эклектичными и не использовать только один метод. Логично, что лучший способ выучить иностранный язык - это применять различные доступные методы, стратегии и подходы, а не ограничиваться только одним методом.

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THE SIGNIFICANCE OF IQ AND EQ. AND HOW TO IMPROVE STUDENTS' INTELLIGENCE

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Annotation: This article focuses on intelligence and its types, differences between EQ and IQ, and presents some methods to improve intelligence in studying.

Key words: *intelligence, IQ, EQ, smart, education, teacher, success, health.*

Аннотация: В этой статье основное внимание уделяется интеллекту и его типам, различиям между EQ и IQ, а также представлены некоторые методы повышения интеллекта при учебе.

Ключевые слова: интеллект, IQ, EQ, сообразительность, образование, учитель, успех, здоровье.

Annotatsiya: Ushbu maqola intellekt va uning turlari, EQ va IQ o'rtasidagi farqlarga qaratilgan va o'rganishda aqlni yaxshilashning ba'zi usullarini taqdim etadi.

Kalit so'zlar: aql, IQ, EQ, aqli, ta'lim, o'qituvchi, muvaffaqiyat, sog'liq.

INTRODUCTION

So, first of all, what is intelligence itself? Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals.

METHODS

Many people may not differ it from wisdom. Wisdom is knowledge which comes from past events, while intelligence is a way to receive information and perform certain tasks.

However, for the question, answers can be varied from person to person, as intelligence has various types. In 1983-year American developmental psychologist Howard Gardener divided intelligence into 9 types:

- Naturalist (nature smart): understanding the plants and other living things

- Musical (sound smart): distinguishing the sounds, pitch, rhymes

- Logical-Mathematical (number/reasoning smart): creating logical arguments and reasoning abilities

- Existential (life smart): speculation about human existence in spiritual level

- Interpersonal (people smart): effective interaction with others in both verbal and non-verbal communication

- Bodily-Kinesthetic (body smart): taking the great control over the body like athletes, surgeons, and dancers

- Linguistic (word smart): thinking in words and expressing it like poets and writers

-Intra-personal (self-smart): understanding of one's self: goals, desires, motivation

-Spatial (picture smart): visualizing the world in 3D, visual memory is part of this intelligence

Sternberg has proposed a "triarchic theory" of human intelligence. 14 The original version of the theory is triarchic, arguing that intelligence is made up of three types of skills: creative, analytical, and practical. It also emphasises the importance of wisdom-based skills in its expanded version.

But today, these types are not as famous as IQ (intellectual quotient). IQ is basically, the cognitive function, which helps us to reason and perform in memory tasks. Today's one of the main problems in education is focusing on IQ in classes by giving materials to learn by heart, only just forget it later life. In upcoming years, robots or AI will be accomplishing those memory-related tasks as they work with particular algorithm. Instead of this, we should be concentrating on EQ or Emotional Intelligence.

RESULTS

Emotional intelligence is ability to feel, understand and sympathize with others' emotions and feelings. EQ also means awareness in one's own self, knowing of the limitations, taking responsibility and embracing mistakes, accepting changes and regulating their own thoughts and feelings. For years, it was unnoticed and seems useless, even though, at least 80% of one's success highly depend on EQ. With high EQ, students can work in teamwork, especially in leadership roles, which leads to have successful career. Furthermore, in relationships, they can easily make friends and have great relation with their family, since empathy and understanding of others feelings make them enjoyable companion. EQ is much more complicated, it is hard to determine the one's level. With careful investigations, teachers can turn weaknesses into strength in students. So, question comes, how to improve EQ or overall intelligence in students? Learning is repetition and it takes time. Without steady flow, no one can achieve success.

Emotional intelligence can be taught in failure. For instance, if student have failed in exam or having hardships in some aspects of their life, teachers should be aid after their parents. First of all, judgements should be removed from the room; teacher should be active listener and

empathize, put themselves in to student's shoes: how does it affect to me or what can I do it in this situation, questions like this would help for teachers. Reflecting the emotion is also should not be forgotten. Questions like: what other factors can affect the student's emotions, maybe background: lifestyle, relationships with close people, maybe they have unhealed trauma, which can be trigger to certain emotions: anger, sadness, anxiety and so on.

Keeping the diary, writing their negative thought and also show gratitude, meditation helps tremendously, as they keep the mind in peace. Not only, it provides better decision-making and mental health, but student's confidence and awareness rises, as a result, they become more sociable and approachable than in the past. After some time, they can learn to regulate others' actions without harsh criticism and judgements, which leads to leadership roles. [9]

DISCUSSION

Students can also have their intelligence improved by being encouraged to try new sports or hobbies. This will help students build their bodily-kinesthetic intelligence, and an athletic lifestyle will also engage the nervous system, which will help students have a better mood and perform better on cognitive activities. Creating a classroom environment that is centred on the students is yet another technique. Students will develop their linguistic, intra-personal, and emotional intelligences, as well as their EQ, through interacting with one another and exchanging ideas using this method, which also teaches them to respect one another and think more broadly.

Emotional intelligence is commonly defined by four attributes:

- Self-management – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- Self-awareness – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self-confidence.
- Social awareness – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional

cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

- Relationship management – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict. [18]

EQ usually effects:

Your performance at school or work. High emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

Your physical health. If you're unable to manage your emotions, you are probably not managing your stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

Your mental health. Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, get comfortable with, or manage your emotions, you'll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated and further exacerbate any mental health problems. [26]

CONCLUSION

Researchers generally agree that intelligence entails the ability to learn and adapt to changing circumstances. They also agree that many intellectual abilities are positively correlated, though they disagree on how broad these abilities are. Beyond that, the consensus appears to dwindle. Historically, intelligence research was primarily concerned with statistical analyses of individual differences in intelligence test scores. In addition to such psychometric research, cognitive psychologists, neuroscientists, cultural psychologists, and others are now studying intelligence.

Intelligence has its own meaning in every person, and it cannot be associated with certain topics. Depending on students, teachers can make a choice with methods to improve intelligence or EQ, depending on

students' overall performance within classes, friends and also families' condition.

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IDIOMS AND THEIR TRANSLATION ISSUES IN UZBEK LANGUAGE

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Abstract: This article attempts to investigate the importance of being capable of knowing and using idioms as well as possible problems of translating them are represented by this article.

Key words: *translation, non-native speaker, phraseology, linguistic theory, translation techniques.*

Abstract: Ushbu maqola idiomalarni bilish va ulardan foydalanish muhimligini, shuningdek ularni tarjima qilishning mumkin bo'lgan muammolarini ushbu maqolada o'rganishga harakat qiladi.

Kalit so'zlar: tarjima, notanish so'zlovchi, frazeologiya, lingvistik nazariya, tarjima texnikasi.

Аннотация: В этой статье делается попытка исследовать важность знания и использования идиом, а также возможные проблемы их перевода, представленные в этой статье.

Ключевые слова: перевод, не носитель языка, фразеология, лингвистическая теория, приемы перевода.

INTRODUCTION

The individuals, living today's fast forwarding world, are in the mood for learning several languages since it is considered as a key of opening plenty of doors around the world. However, just being knowledgeable about grammatical rules or language aspects do not fully mean someone is proficient in that language. Nonnatives are demanded to know idioms and use them on a daily basis in order to be advanced and sound like a native speaker. So what is an idiom? Why is it so vital to learn? Is it a worth a shot? Following paragraphs typically focus on explanation of idioms and consider some pain points.

METHODS

An idiom is a group of words that have a meaning that differs from the meaning of its constituents. The idiomatic expression, on the other hand, is not always grammatical, but it is established, accepted, and used by native speakers of the language with a fixed structure and meaning.

Metaphoricity or figurativeness, analyzability or non-compositionality, fixedness of form, the level of formality, and being multi-word expressions are the typical or traditional characteristics of metaphoricity and figurativeness, respectively. Idioms are generally agreed to have metaphor as their defining characteristic. Idioms are considered to be extinct according to the non-compositionality theory, which means that their meanings are arbitrary rather than figurative. Idioms are characterised by their inflexible syntax, which is signified by their fixed shape, which is locked in time. According to Baker (2018), the challenges that arise while attempting to translate idioms may be broken down into two categories: the ability to identify and correctly interpret an idiom, and the challenge of converting the many facets of the meaning of the source language idiom into the target language.

RESULTS

Idiomatic expressions have socio-cultural, historical, or political origins mostly. But despite the fact that many similar expressions can be found across languages, a lot of do not coincide exactly in their linguistic or semantic meaning and use (Laufer, 2000; Lionats, 2001; Zarei&Koosha, 2003). Idiomatic expressions have socio-cultural, historical, or political origins mostly. But despite the fact that many similar expressions can be found across languages, a lot of do not

coincide exactly in their linguistic or semantic meaning and use (Laufer, 2000; Lionats, 2001; Zarei&Koosha, 2003). Idiomatic expressions have socio-cultural, historical, or political origins mostly. But despite the fact that many similar expressions can be found across languages, a lot of do not coincide exactly in their linguistic or semantic meaning and use (Laufer, 2000; Lionats, 2001; Zarei&Koosha, 2003). Idiomatic expressions have socio-cultural, historical, or political origins mostly. But despite the fact that many similar expressions can be found across languages, a lot of do not coincide exactly in their linguistic or semantic meaning and use (Laufer, 2000; Lionats, 2001; Zarei&Koosha, 2003).

Actually, almost all languages obtain the phrases that cannot be comprehensible literally. They are idioms that are not translated word by words and is a group of words with a figurative, non-literal meaning which arises adversities while translation. Moreover, this phraseological language demonstrates people's behavior, social and cultural characteristics and habits or customs in a certain country. They are really essential for who wants to boost communicational skills.

The usage of idioms represents incredible influence in the teaching and learning process of English in terms of offering students better condition to improve communication. It can never been denied that, English has a plethora of idioms in particular. This is because awareness of their original meaning might play an important role in order to be much more confident with target language. Native speakers utilize the idioms in order to make their speech much more natural, so that should be one of the inspirations to decide learning idioms in order to feel yourself as free as your companion. Idiomatic expressions might be straightforward as you find their equivalents in your native language. Here couples of English and Uzbek idioms, which have almost similar meaning, are followed as a proof of that statement.

According to our observations, when translating English idioms into Uzbek, there are the following features of translation:

- the complete absence in the language of translation of an adequate content to
- the original or equivalent ready-made expression or phraseological unit;

- partial presence in the target language of an expression that corresponds only in content to the semantics of the original, but does not repeat the original in its structure;

DISCUSSION

U. Khoshimov and I. Yokubov in the book "Methods of teaching English" emphasized that the difficulties encountered in the assimilation of words arise, first of all, in each word, based on its form, semantics and application.

It is possible that recognising an expression as an idiom is not as simple of a process as it may appear to be. Sometimes translators are caught in the trap of taking an idiom literally, which prevents them from being able to recognise the phrase for what it is: an idiom.

1. *When pigs fly* (used for thing that never happens) - this idiom is adopted to the Uzbek language as "Tuyaningdumiyergatekkanda".

2. *Speak of the devil* (said when a person appears just after mentioned) can be similar with "*Bo'rinieslasangqulog'iko'rinadi*".

3. *Kill two birds with one stone* is translated as "*Biro'qbilanikkiquyonniurmoq*".

4. *Cat got your tongue* (when someone is silent) can be equivalent for "*Tilingnitishlaboldingmi*"

5. *The apple never falls far from the tree* (a child grows up as similar to parents) is translated as "*Olmanitagigaolmatushadi*".

6. *To be on cloud nine* (to be very happy) has a similar meaning as "*Yettinchiosmondauchmoq*".

7. *To be born with silver spoon in someone's mouth* (to be born in rich family). This idiom is as similar as "*Og'zidakumushqoshiqbilantug'ilmoq*".

8. *To cry over spilt milk idiom* (to feel sorry or sad about something that has already happened and cannot be changed) is equal with "*So'nggipushaymono'zinggadushman*".

9. *As easy as pie* (something is very easy) - "*Xamirdanqilsug'irgandekoson*".

10. *To be on top of the world* (to be very happy) - "*Boshiosmongayetmoq*".

This way might make better the process of learning because something will become much easier if you learn with making comparisons.

Nonnative speakers may encounter adversities while they are translating idioms. This pain point can be divided into four groups.

1. Grammatical problems. The most common idiomatic solution is to use the incorrect preposition for that verb. You may become confused while translating if you are unfamiliar with the prepositions and idioms, which are not analysed under a derivational approach to linguistic theory of grammar.

2. Lexical problems. Lexical issues arise primarily when an idiomatic expression is misunderstood or completely unknown to the translator. The most common lexical flaws are metaphors, idioms, collocation, and monosomy.

3. Stylistic problems. Style is important in translation and can cause many issues. If you pay close attention to the content, style may be overlooked.

4. Cultural problems. Cultural idioms provide cultural comprehension, social principles, and beliefs. However, cultural issues are usually caused by a lack of translation techniques and strategies, as well as a lack of familiarity with cultural backgrounds. According to the findings, students encountered numerous difficulties when translating cultural idioms. [12]

In Baker's (1992) terms, «the main problems that idiomatic and fixed expression pose in translation relate to two main areas: the ability to recognize and interpret an idiom correctly, and the difficulties in rendering various aspects of meaning that an idiom or a fixed expression conveys into the target language" (p: 65).

CONCLUSION

Translation is a difficult process in and of itself, let alone translating idioms that are problematic and difficult to learn. Being problematic and difficult to learn is not solely due to the fact that idioms have non-literal meanings, though this is a major issue in and of itself. Other factors distinguish idioms, making them difficult to understand. Some idioms are distinguished by their unusual word grouping and/or rigid and unjustifiable word order. [14]

This article has endeavored to come up with difficulties of translating idioms into Uzbek. Translation could be defined as demanding since idioms are non-literal and arbitrary. However, idioms make a great sense because it is an essential part of communication. Learners need to repeat the idioms several times as much as possible in order to keep them in their mind. Then this process leads to use what they were learning on interaction between natives and non-natives.

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UDK 30 428

CHET TILIGA IXTISOSLASHTIRILGAN MAKTABLAR YUQORI SINIF O'QUVCHILARINING INGLIZ TILIDA KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH MAZMUNI

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Annotatsiya: Ushbu maqolada muallif chet tiliga ixtisoslashtirilgan maktablarda, umumta'lim maktablarining ingliz tili chuqurlashtirib o'qitiladigan sinflarida yuqori sinf o'quvchilarining kommunikativ kompetensiyalarini rivojlantirish mazmuni haqida fikr bildirgan. Ushbu mavzuda xalqaro va mahalliy tajribalardan olingan xulosalar haqida so'z yuritiladi.

Kalit so'zlar: Ingliz tili darslari, yuqori sinflar, kompetensiya, nutq kompetensiyasi, kommunikativ kompetensiya, davlat ta'lim standartlari,

ta'lim mazmuni, lingvistik kompetensiya, pragmatik kompetensiya, ijtimoiy-madaniy kompetensiya, dars maqsadi

Аннотация: В данной статье автор высказал мнение о содержании развития коммуникативной компетенции старшеклассников в школах с углубленным изучением иностранных языков, в классах общеобразовательных школ с углубленным изучением английского языка. В этой теме обсуждаются выводы из международного и местного опыта.

Ключевые слова: уроки английского языка, старшие классы, компетентность, речевая компетентность, коммуникативная компетентность, государственные образовательные стандарты, содержание образования, языковая компетентность, прагматическая компетентность, социокультурная компетентность, цель урока

Annotation: In this article, the author expressed an opinion on the content of the development of the communicative competence of high school students in schools with in-depth study of foreign languages, in classes of general education schools with in-depth study of the English language. This topic discusses the findings from international and local experience.

Keywords: English language classes, upper grades, competence, speech competence, communicative competence, state education standards, educational content, linguistic competence, pragmatic competence, socio-cultural competence, lesson objective

Mamlakatning taraqqiyoti, kelajagi qanday bo'lishi uning ayni davrdagi yoshlarining ta'lim va tarbiyasiga qay darajada e'tibor qaratilishi va yoshlarning bilim va malakalarni nechog'lik puxta va sifatli o'zlashtirishlariga bog'liq. Yoshlarimizning sifatli ta'lim, yuksak ahloqiy tarbiya olishlari masalasi yurtimizda olib borilayotgan islohotlarning ustuvor yo'nalishlaridan biri hisoblanadi.

Yoshlarning intellektual va ijodiy salohiyatini rivojlantirish, iqtidorli o'quvchilarni qo'llab-quvvatlash va rag'batlantirish uchun zarur shart-sharoitlar yaratish hamda ularni barkamol, jismonan va ruhan sog'lom shaxs sifatida Vatanga sadoqat ruhida tarbiyalash, bolalarda mehnatsevarlik, vatanparvarlik, fidoiylik, keng dunyoqarashga ega komil inson bo'lishga intilish tuyg'usini shakllantirish maqsadida ijod maktablari va ixtisoslashtirilgan maktablar tashkil etildi.[4] Kelajakda ushbu maktablarning bitiruvchilari jamiyatimizning turli jabhalarida, xalq

xo‘jaligi tarmoqlarida rivojlanishni ta’minlaydigan yetuk kadrlar bo‘lib shakllanib, yurtimiz koriga yaraydigan, ilm-fanimizni, sanoatimizni va boshqa ijtimoiy va iqtisodiy sohalarimizni taraqqiy etishiga munosib hissalarini qo‘shadigan insonlar bo‘lib yetishishlari ezgu maqsad etib belgilandi. Ijod va ixtisoslashtirilgan maktablarga nomzod o‘quvchilar saralash imtihonlaridan o‘tkazilgan holda tegishli fan yo‘nalishlariga qobiliyati bo‘lgan iqtidorli bolalar qabul qilinishi tartibi belgilangan. Yuqoridagi ezgu maqsadlarga erishish maqsadida ijod va ixtisoslashtirilgan maktablar o‘quvchilarining o‘z yo‘nalishlari bo‘yicha fanlar bilan bir qatorda chet tillarini ham mukammal o‘zlashtirishlari lozimligi, buning uchun kerakli barcha sharoitlar, til laboratoriyalari, yangi avlod darsliklari, yurtimiz ta’lim tizimiga ilg‘or xorijiy tajribadan o‘tgan pedagogik uslub va texnologiyalarni keng joriy etish kabi vazifalar ham belgilab berildi. [1, 3-band]

Ijod va ixtisoslashtirilgan maktab o‘quvchilarining ta’lim olishlari yakunida IELTS, TOEFL, SAT kabi xalqaro va milliy imtihon tizimlari bo‘yicha til bilish darajasi sertifikatlarini egallashlari lozimligi alohida ta’kidlab o‘tilganligi [1,3-band] ham o‘qituvchilar oldiga ulkan vazifalarni yuklaydi va ishimizga yanada mas’uliyat bilan, kutilgan faoliyat samarasiga erishishimiz yo‘lida yanada ko‘proq izlanishimiz kerakligini anglatadi. Prezidentimiz Sh.M.Mirziyoyev ta’biri bilan aytganda:”–Bilimli, bir necha tillarni puxta o‘zlashtirgan yoshlar hech qachon kam bo‘lmaydi, ularni doimo qo‘llab-quvvatlashimiz kerak,...”, “Xorijiy tillar bo‘yicha ilmiy ishlar qilish, til o‘rgatish metodologiyasini takomillashtirish, maktab-internatda darslarni shu asosda olib borish kerak” [3]. Ushbu fikrlar nafaqat Is’hoqxon Ibrat nomidagi ijod maktabi, balki barcha turdosh ta’lim muassasalariga qarata aytilgan deyishimiz mumkin va ish faoliyatimizda jamiyatimiz buyurtmasiga asosan dunyoqarashi keng, intellektual salohiyatli, yuksak ma’rifatli, vatanparvar va bir necha xorijiy tillarni mukammal egallagan avlodni tarbiyalashimiz borasidagi mas’uliyatimizni hech qachon unutmasligimiz lozim.

Jahonda kechayotgan globallashuv jarayoni, dunyo mamlakatlari aholisi xalqaro internet tarmog‘i va turli ijtimoiy tarmoqlar vositasida, shuningdek yanada rivojlanib borayotgan transport-kommunikatsiya tizimlari vositalari yordamida bir-birlari bilan aloqa o‘rnatishlari, ilmiy-ijodiy topilmalarini baham ko‘rishlari, ta’lim, turizm, ishlash yoki tijorat maqsadlarida boshqa davlatlarga borish-kelishlari

osonlashib bormoqda va bu holat bizning mamlakatimizni ham chetlab o'tgani yo'q albatta. Chet tillari orasida ingliz tili o'zining dunyoning barcha qit'alarida keng o'rganilishi, deyarli har bir mamlakatda ta'lim dasturlariga kiritilganligi, jahon ilm-fani namoyandalari o'z ilmiy ishlari haqida dunyo afkor ommasiga asosan ingliz tili orqali ma'lumotlarini taqdim etishlari, jahon internet tarmog'idagi ma'lumotlarning aksariyat qismi ingliz tilida ekanligi, axborot texnologiyalari dasturlari ingliz tilida yuritilishi kabi sabablar asnosida ijod va ixtisoslashtirilgan maktablarimiz dasturlariga ham ingliz tilini mukammal o'qitish maqsadida haftasiga 4-5 soat hajmda dars soatlari ajratilganligi va qo'shimchasiga dars mashg'ulotlaridan so'ng o'quvchilar ehtiyojidan kelib chiqib ingliz tili to'garaklari faoliyati tashkil etilganligini ko'rishimiz mumkin. [4,1-ilova]

O'zbekiston Respublikasida barcha ta'lim muassasalarida ta'limning barcha bosqichlarida chet tillarini o'qitishning asosiy maqsadi sifatida o'quvchilarning ko'p madaniyatli dunyoda kundalik, ilmiy va kasbiy sohalarda faoliyat olib borishlari uchun chet tilida kommunikativ kompetensiyasini shakllantirishdan iboratligi belgilab qo'yildi.[2, 6-bet] 2013-yil 8-mayda qabul qilingan O'zbekiston Respublikasi uzluksiz ta'lim tizimining Davlat ta'lim standartlarida chet tilini o'rgatish bosqichlari ham ko'rsatib o'tilgan. Unga binoan ixtisoslashtirilgan maktablar 9-sinf bitiruvchilari A2+ va 11-sinf bitiruvchilari B1+ darajalarida tilni egallashlari talab etiladi. Shu o'rinda shuni alohida ta'kidlab o'tish kerakki, amaldagi chet tillari bo'yicha davlat ta'lim standartlari qabul qilingan vaqtda 29.08.1997-yilgi ta'lim to'g'risidagi qonun amalda bo'lib, unga ko'ra ixtisoslashtirilgan maktablar 9-sinf bitiruvchilari A2+ darajasida til ko'nikmalarini egallashlari lozim edi,lekin avvalgi tahrirdagi ta'lim to'g'risidagi qonunga ko'ra 9-sinf bitiruvchilari ta'limni keyingi bosqichini 3 yillik akademik litsey va kasb-hunar kollejlarida davom ettirishlari ko'zda tutilgan edi va B1+ darajasi tilga ixtisoslashtirilgan akademik litsey bitiruvchilari oldiga vazifa qilib qo'yilgan edi. [6,12-13-moddalar]. 23.09.2020-yilda yurtimizda yangi tahrirdagi ta'lim to'g'risidagi qonun qabul qilindi va unga ko'ra umumiy o'rta va o'rta maxsus ta'lim bosqichida ta'lim davomiyligi 11 yilligi belgilandi va bu tizim boshlang'ich, tayanch o'rta va o'rta ta'lim kabi tarkibiy bosqichlarda olib borilmoqda.

[5,9-modda]. Endilikda umumiy o'rta ta'lim bosqichida ta'lim davomiyligi 11 yil bo'lib, ixtisoslashtirilgan maktablarda o'qitish asosan 5-11-sinflarda olib borilmoqda.

Amaldagi davlat ta'lim standartlariga muvofiq o'quvchilarning o'rganilayotgan chet tilida kommunikativ kompetensiyalarini shakllantirish asosiy maqsad etib belgilanganligini yuqorida ta'kidlab o'tildi. Shu o'rinda kommunikativ kompetensiya tushunchasiga va uning qisqacha tarixiga ozroq tushuntirish berib o'tilishi foydadan holi bo'lmaydi deb o'ylaymiz.

Kommunikativ kompetensiyani o'rganilayotgan chet tili bo'yicha bilimlarni amalda, muloqot jarayonida, axborotni qabul qilish va unga xulosalar yasab, o'z munosabatini bildirish kabi hayotiy nutqiy vaziyatlarda qo'llay olish layoqati sifatida tushunishimiz mumkin.

Kommunikativ kompetensiyani egallanishi ingliz tilini o'qitishning asosiy maqsadi sifatida e'tirof etilayotgan bugungi kunda kommunikatsiyani asosiy o'qitish vositasi, kompetensiyani ta'lim maqsadi sifatida tan olinishiga sabab bo'ldi.

[10, 118-b.]

1970 –yillarda Hayms va Paulstonlar til kompetensiyalarni lingvistik va kommunikativ kompetensiyalarga ajratishdi va til materiali, til haqidagi bilimlarni lingvistik, til birliklarini nutqiy vaziyatlarda, o'zaro muloqotda qo'llash ko'nikmalarini kommunikativ kompetensiya kabi turlarga bo'lib tushuntirishdi. [9, 206b] Keyinroq Jeyms Kamminz kommunikativ kompetensiyalarni shaxslararo qo'llaniluvchi asosiy kommunikativ malakalar va akademik til malakalari kabi turlarga bo'ladi. Bunda asosiy kommunikativ malakalar sirasiga kundalik shaxslararo ma'lumot almashinuvida ishlatiluvchi do'stona, norasmiy nutq shakllariga mansub so'z va iboralar, nutqdagi pauzalar, hissiyotni ifodalovchi tovushlar, tana va qo'l harakatlari kabilarni kiritilgan. Akademik til malakalari sirasiga dars jarayonida qo'llanuvchi, topshiriq va mashqlarni bajarish chog'ida ishlatiluvchi, og'zaki, yozma nutq vaziyatlarida, o'qish, tinglab tushunish topshiriqlarini bajarish ko'nikmalarini nazarda tutadi. [12]

Kommunikativ kompetensiyalarga bag'ishlangan dastlabki, boshqa keyingi o'rganishlarga asos bo'lib xizmat qilgan tadqiqotlar Kanadalik tilshunos pedagoglar Maykl Kanale va Merril Sueynlar tomonidan o'tkazilgan bo'lib, unga ko'ra kommunikativ kompetensiya o'z tarkibiga

to'rtta ichki tarkibiy kompetensiyalarni oladi. Bular:til leksikasi,grammatikasi,semantikasi va fonologiyasi haqidagi bilimlarni mujassamlantiruvchi –grammatik kompetensiya; nutq jarayonida grammatik kompetensiya elementlarini nutq vaziyatiga, mazmuniga ko'ra og'zaki va yozma shaklda tushuna olish va ifodalay olish layoqati-diskurs kompetensiya sifatida;tilning ijtimoiy-madaniy xususiyatlaridan xabardorlik-ijtimoiy-madaniy kompetensiya sifatida va muloqot chog'ida tushunmovchilik holatlarida yoki kerakli so'z va iboralar topa olinmagan paytda tilning lisoniy va lisoniy bo'lmagan omillari (imomishoralar,yuz,qo'l ifodalari,tana harakatlari kabilar) yordamida vaziyatdan chiqib ketish ko'nikmasi-strategik kompetensiyalar shaklida guruhlangan. [9,208 b] Yuqoridagi kabi jahon til mutaxassislari fikrlaridan kelib chiqqan holda kommunikativ kompetensiyaning milliy modeli ishlab chiqildi. [7,16-bet] Unga binoan kommunikativ kompetensiya quyidagi guruhlarga ajratiladi:

Lingvistik kompetensiya til materialini ya'ni til tovush tizimi, leksikasi va grammatikasi haqidagi bilimlar va nutq faoliyati turlari bo'lgan tinglab tushunish, o'qish, yozish va gapirish ko'nikmalarini o'z ichiga oladi. [21]

Sotsiolingvistik kompetensiya ijtimoiy-madaniy kompetensiya bo'lib, u o'quvchi o'zi istiqomat qilayotgan mamlakatning milliy xususiyatlarini, urf-odat, an'analarini, qadriyatlarini,milliy-madaniy o'ziga xosliklarini bilishini va ularni tili o'rganilayotgan mamlakat bilan qiyoslagan holda taqdim eta olish qobiliyati sifatida tushuniladi.

Pragmatik kompetensiya-o'rganilayotgan chet tilida nutq jarayonida anglashilmovchiliklar yuzaga kelgan vaqtda takroran so'rash, uzr aytish va boshqa lisoniy va lisoniy bo'lmagan vositalar orqali vaziyatdan chiqib ketish qobiliyatini bildiradi.

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UDK 30 428

APPLYING NON TRADITIONAL METHODS INTO CLASSES

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Annotatsiya: Xorijiy tillarni o`qitishga intilayotib o`quvchilarni qiziqqan va jalb qilingan holdaolibotirish juda muhim hisoblanadi. Ijodkorona fikrlarni dars jarayoniga tatbiq qilish ularni diqqatini toritshga vaan`anaviy darslarda bo`lmagan usullarda bir biri bilan hamkorlikda o`rganishgayordam beradi.

Kalit so'zlar: o'rganish vositasi, innovatsion, immersion, filmlar, til o'yini, podkastlar, qiziqarli, o'zaro ta'sir.

Abstract: While trying to instruct foreign languages, it is significant to keep learners stimulated and busy. Applying creative ideas to teach will help them to learn by getting their attention and correlate them with what they are learning in ways that typical classroom lessons can not be. This article will assist to find the tools to consider this creative edge to your classes.

Keywords: learning tool, innovative, immersion, movies, language game, podcasts, fun, interaction.

Аннотация: *Пытаясь преподавать иностранные языки, важно, чтобы учащиеся были заинтересованы и заняты. Применение творческих идей для обучения поможет им учиться, привлекая их внимание и соотнося их с тем, что они изучают, так, как это невозможно на обычных уроках в классе. Эта статья поможет найти инструменты, чтобы использовать это творческое преимущество в своих классах.*

Ключевые слова: *средство обучения, инновационное, погружение, фильмы, языковая игра, подкасты, развлечение, взаимодействие.*

Introduction

Teaching a foreign language can be as hard as learning one. As a teacher, you have to be clued in to how to teach a language in a way that works best for your students, try to keep them engaged with the material, and keep track of their progress all at the same time. Students can get bored easily; causing them to tune out of their lessons, stop attending classes, or just not perform as well as they could. By using creative methods of foreign language teaching, teachers can ensure that students are constantly feeling challenged and are finding a deeper connection with the material they are learning. We are going to show you a few fun ways for learning languages which you can use either for teaching languages, or learning on your own.

Immersion is important to teaching a foreign language. But, why should immersion end with the teaching in the classroom? Entertainment has always been one of the most useful [tools for teaching foreign languages](#). Here are a few examples of how to teach someone a language

by bringing entertainment into your educational plan and immersing students while using material that they will find fun and engaging.

Movies and TV-film and television have long been used by immigrants and language learners of all types, as a way to immerse themselves in a language and culture. In our modern world, thanks to a myriad of streaming services, this has become even easier. [Learning languages with Netflix](#), Hulu, or any one of the other options has been made simpler due to the services having many built in options for both spoken language and subtitles. A teacher can assign students to watch a familiar movie in a foreign language, and use the subtitles along with their previous knowledge of the movie. Or they could have students watch a film from another country in its native tongue and try to understand as much as they can from the lessons they have learned.

Music – Music has such an important connection with culture, and it also serves as one of the most fun tools for teaching foreign languages. Using music in the language the students are learning, and having them learn the lyrics and their translations can be great for increasing a student's vocabulary. Music also often uses more complex styles of language such as metaphor, which can help the students engage better with those concepts.

Podcasts – One of the newest forms of entertainment for teaching languages is podcasts. [Learning languages with podcasts](#) mixes entertainment with education, and is a great way to experience immersive content on the go. Podcasts for learning languages are geared towards students and usually involve lessons as well as conversations. These podcasts can be great for learning the conversational aspects, including helping them [learn to make polite requests in a language](#).

Using games to teach foreign languages can get students engaged in the learning process by getting them using problem solving skills and encouraging healthy competition. The best part of using games in your teaching is that as a teacher you are only limited by your imagination. Games can come in a variety of styles, and you can even use less traditional games that are not typically used for education.

Language Games – Both online and off, there are a variety of language games to choose from or even create. From flashcard games, fill in the blank style games, or creative modifications of games like

dictionary and scrabble. Whatever game you can find that will get the students thinking of how and where to use their new vocabulary.

Non-Language Games – Just because a game is not a language game, does not mean it cannot be used to teach a language. Team based games are excellent for this. Make rules where students can only communicate in the language they are learning. This can be a board game, a physical problem solving activity or even a video game that uses speaking skill for teamwork. While it could go along with entertainment, using performance for teaching languages stands on its own as a method for how to teach a foreign language due to its interactive nature. Using plays, segments from films, or even debate can get students focused on proper pronunciation and comfortable using their new vocabulary in front of others.

Act Out A Scene – English teachers and those [teaching English as a second language](#) have known the value of using performance to teach languages for a long time. Having students stand in front of the class to perform segments from Shakespeare or other playwrights is a standard part of the school experience. Doing this while teaching a foreign language has the same powerful effect. Acting out scenes from plays or films will help students perfect their pronunciation, vocabulary, and comfort speaking in front of others. [10]

Debate – Another step up from acting out a scripted scene is to give students a topic to debate in their target language. By having them engage in debate you are encouraging them to think and form concepts in their new tongue, as well as an ability to understand and respond on the fly. Encore! Enhances Educational Creativity. Encore is one of the most versatile [resources for language teaching](#) available to teachers. This app features tools that you can use in conjunction with any of the above creative teaching methods we have discussed above. The My Entries feature of the Encore app specifically allows you to create and record your own lessons. The My Entries feature also lets you record dialogue for study, lets you create word game vocabulary lists, song lyrics, and more. Encore! Also acts as a [testing tool for language teachers](#), letting them develop quizzes and tests that students can take right from the app. Encore! Helps to make learning new languages fun and enhances every other creative learning method teachers might try with their students. [12]

Conclusion

The question of how to teach a foreign language in a creative and fun way is one with many answers, and we hope this article gave you a few of them to consider. The most important lesson is that these creative learning methods are great for keeping your students engaged and interested, and help them to learn new concepts. [17] These creative methods also help to solve the problem of how to teach languages online, by helping teachers use existing tools such as streaming services along with apps such as Encore! Let's teachers control their lessons by giving them a set of tools, such as the My Entries feature, that let them integrate a variety of educational methods under one app. Combining the Encore!App with any of our above methods of creative teaching techniques will be a winning combination for both teachers and their students. [22]

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UDK 30 428

**CHET TIL TA'LIMIDA KOMMUNIKATIV TAMOYILNI
AMALGAOSHIRISH**

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Annotatsiya: Maqolada muloqotning inson hayotidagi ahamiyati, til bilish darajalari, til sohibi va uning xususiyatlari, kommunikatsiya va uning verbal va nonverbal turlari haqida fikr bayon qilingan.

Kalitso'zlar: muloqot, tilbilish, til sohibi, nutqmadaniyati, verbal, nonverbal

Аннотация: В статье излагается значение коммуникации в жизни человека, степень знания языка, носителя языка и его характеристики, а также вербальной и невербальной коммуникации.

Ключевые слова: коммуникация, знание языка, носитель языка, культура речи, вербальный, невербальный

Annotation: The article deals with the importance of communication in human life, the degree of knowledge of the language, the native of the language and its characteristics, as well as verbal and non-verbal communication.

Keywords: communication, knowledge of the language, native speaker, culture of speech, verbal, non-verbal

Inson o'zoldiga qo'ygan barcha va zifalarni til yordamida muloqot qilish orqali hal qiladi, yoqimli muloqot qila bilish esa qadim zamonlardan san'at hisoblanadi. Hayotda duch kelinadigan muammolarni hal qilish ko'proq ularni muhokama qilish, boshqalarga tushuntirib bera olish bilan chambarchas bog'liq. Buning uchun esa til bilish zarur. [1]

Tilni mukammal o'rganish juda oson ishdek tuyuladi, geyoki til voqea hodisalarni idrok etish jarayonida o'z-o'zidan o'rganib qolinadigandek. Shu sababli bo'lsak erak, ko'pchilik ona tilida muloqot yuritish qobiliyatini rivojlantirish gaahamiyat bermaydi. Lekin turli vaziyatlarda kishilar bu ishni amalga oshirishga ojiz ekanliklarini sezdirib qo'yadilar. Masalan, turli marosim va yig'ilishlarda so'zga chiquvchilar ko'pincha cho'chib, ikkilanib turadilar, menemas, balki falonchi so'zlasa yaxshiroq bo'larmidi, degan fikrni bildiradilar. Bunday holat bolalarda ham seziladi. [2] Ularga ish buyurilganda, topshiriq muloqot bilan bog'liq bo'lgan hollarda «Men qanday qilib aytaman?», «Nima deyman?» - deb so'raydilar. Kattalar ham, bolalar ham muloqot bilan aloqador bo'lmagan ishlarni bajarishni afzal ko'radilar. Sababi, muloqot aqliy, ruhiy va boshqa bir qator qiyinchiliklarga boy bo'lgan murakkab jarayonligidir. Chunki, muloqot jarayonida kishining tilni qay darajada bilishi yaqqol ko'zga tashlanadi. [3]

Afsuski, shunday mas'uliyatli vazifa – kommunikativ layoqatni boshqalarga taqlid qilish yo'li bilan egallash odat tusini olgan. Ta'lim muassasalarida asosan muloqot vositasi hisoblanmish, til materialiga e'tibor qaratiladi. Vaholangki, nutq madaniyatini rivojlantirish va muloqot qobiliyatini yuksaltirish alohida ahamiyatga ega. Chunki, shaxsning nutqiga qarab uning umumiy madaniyati, o'qimishlilik, ish bilarmonlik darajasi va qator boshqa xususiyatlariga baho berish mumkin. Ruhshunoslarning ta'kidlashlaricha, muloqotning to'g'ri va unumli yuritilishi ishlab chiqarish unumini 20 foizgacha orttirar ekan. [4]

Tilni to'la egallash, o'z navbatida, mashaqqatli va cheksiz jarayondir. Bu ishga astoydil bel bog'lagan inson tilda o'zi o'rganishi va o'zlashtirishi kerak bo'lgan so'z, ibora va nutq vositalarining o'rni beqiyos ekanligini his etib boradi. Shu o'rinda, chinakam til sohibi bo'lish uchun nimalarga e'tibor qaratilmog'i lozim, degan savol tug'ilishi tabiiy. Dunyo rang-barang, ko'p qirrali va sermazmun bo'lgani kabi tilning qirralari ham turlicha namoyon bo'ladi. Kishilarning so'z

boyiligiga, chiroyli iboralar va o'xshatishlardan foydalanishiga qarab ham qanday til sohibi ekanligini baholash mumkin. [5]

Ba'zi kishilar yozma nutq ustasi bo'lsalar, boshqalar og'zaki nutqni afzal ko'radilar. Shundan kelib chiqqan holda, til o'rganuvchilarga maslahat sifatida ular bosib o'tishilozim bo'lgan bosqichlarni sanab o'tish maqsadga muvofiqdir.

Til bilishning **lingvistik** jihatida til qoidalariga amal qilish darajasini egallash bilan bog'liq. Til sohibining **ijtimoiy-madaniy darajasi** esa, asosan muloqot jarayonida hamsuh batning yoshi, jinsi, jamiyatdagi o'rni va boshqa xususiyatlarini qanchalik inobatga olishida seziladi. Masalan, bola bilan gaplashganda qo'llaniladigan «til»dan kattalar bilan muloqotda foydalanilmaydi. [6]

Til vositalaridan nutq vaziyatiga mos ravishda foydalana bilish o'tamuhim qobiliyatidir. Til sohibining nutq vaziyatiga mos ravishda til birliklarini to'g'ri tanlayolishi **nut qmadaniyati** tarzida namoyon bo'ladi. [7]

Til bilishning **milliy-madaniy darajasi** shu tilda ifoda etiladigan urf-odat, udumlar, adabiy merosdan xabardor bo'lishni taqozo etadi. Vanihiyot, til sohibining **qomusiy darajasi** so'zlarning to'g'ri ma'nosinigina emas, balki har bir so'zning «dunyosiga» kirib borishni talabetadi. Budarajaga yetish, bir so'z bilan ifodalanishi mumkin bo'lgan barcha ma'nolarni yoki bir ma'noni bildiruvchi barcha so'zlarni egallash demakdir. Mana shu darajadagi inson tilni mukammal bilgan hisoblanadi. Sanab o'tilgan talablarga qanchalik amal qilish, shaxsning qay darajadagi tilsohibi ekanini ko'rsatadi. [8]

Muloqot qachon, qayerda, qaysi mavzuda, kim bilan bo'lishidan cho'chimaydigan, o'zini erkin tutadigan, fikrlarini og'zaki va yozma shaklda bemalol ifoda eta oladigan insonlarni bilimdon tilsohibi deya olamiz. Bunday inson o'z barkamolligi bilan jamiyat ravnaqigasezilarli hissa qo'sha oladi.

Hozirgi davrda chet tillarni o'rgatish jarayonida kommunikativ layoqatni shakllantirish asosiy maqsad hisoblanadi. Til muloqot qilish maqsadida o'rganiladi. Ta'lim tizimida o'quvchilarning kommunikativ kobiliyatini rivojlantirishga alohida e'tibor qaratilmoqda. Maktablarda hamda o'rta maxsus o'quv yurtlarida ta'limning kommunikativ tamoyilini barcha o'quv fanlariga joriy etishni ko'zda tutuvchi standartlar hamda dasturlar sinovdan o'tkazilmoqda. [9] Bu ta'lim standartlari

amaldagi standartlardan o'quvchilarni bilim olish bilan gina cheklanmasdan, ularda yig'ilgan bilim, ko'nikma va malakalarni tajriba da qo'llay olish qobiliyatini rivojlan tirishga qaratilganligi bilan farq qiladi. Bunda kommunikativ layoqat alohida ahamiyat kasb etadi. O'quvchi tushunishi, bilish ibilan bir qatorda tushuntira olishi ham lozim. Yangi dasturlarda axborot bilan ishlashga e'tibor kuchaytirilgan. Har bir o'quvchi kuchayib borayotgan axborot oqimidan o'zi uchun zarurini tanlab, undan unumli foydalana bilmog'I kerak.

Ko'zda tutilayotgan o'zgarishlar o'quvchilarni hayotga tayyorlashda samaralik o'mak beradi. Ta'lim tizimida fan yo'nalishlari bo'yicha berilayotgan nazariy bilimlarni amalda qo'llay bilish kommunikativ qobiliyat bilan uzviy bog'liq.

Ushbu qobiliyatni tarbiyalash va takomillashtirish qatormasalarni hal qilishni taqozo etadi.[11]

Kommunikatsiya - muomala, muloqat, aloqa – bu kishilar o'rtasidagi hamkorlik zarurati tufayli sodir bo'ladigan ko'p qirrali munosabatlar jarayonidir. Muomala kishilar o'rtasidagi axborot olish va berish hamda kishilarning bir-biriga o'zaro ta'sir qilish jarayonidir. Muomalaning asosiy vositasi til hisoblanadi. Muomala orqali kishilar amaliy va nazariy faoliyatlarini tashkillaydilar, axborot almashadilar, bir-birlarini tushunadilar, bir-birlari bilan kelishadilar, maqsadga qaratilgan harakat dasturlarini tuzadilar, bir-birlariga o'zaro ta'sir o'tkazadilar. Muomala jarayonida shaxslar o'rtasidagi munosabatlar shakllanadi, yuzaga chiqadi va amalga oshadi.

Muomala til vositasi bilan - **verbal**, yoki tilning ishtirokisiz – **noverbal** amalga oshirilishi mumkin. Verbal muomala jarayonida so'z muhim o'rin tutadi. So'z talaffuz qilinishi, ichki nutqda takrorlanishi, yozilishi, maxsus ishoralar yordamida ifodalanishi mumkin. Nutq og'zaki va yozma bo'lishi, monolog yoki dialog tarzida amalga oshadi.

Muomala faqat kishilar o'rtasidagi axborot almashishdangina iborat bo'lmay, balki kishilarning his-hayajonlarini ham qamrab oladi. Muomalaning bu tomoni **noverbal** kommunikatsiyani tashkil qiladi. Noverbal muomala vositalari bo'lib imo-ishora, harakat, ohang, intonatsiya, pauza, kulgi, tabassum, ko'zqarash, ko'z yoshi va boshqalar hizmat qiladi. Noverbal vositalar verbal muomalani to'ldiradi. Noverbal vositalar yordamida bir so'zgako'plab ma'no berish mumkin.

Tillarni o'rgatishda shu til sohibiga hos bo'lgan noverbal vositalarni ham o'rgatish lozim. Aks holda chettil to'la o'zlashtirilmaydi. Chunki turli tillardagi noverbal vositalar ham so'zlar kabi bir-biridan farq qiladi.

Gapirishni o'rgatish jarayonida talabalarni yuzma-yuz o'tqazish ijobiy samara beradi. Muomala jarayonida til ga hos bo'lgan noverbal vositalardan to'g'ri foydalanish muomala madaniyatining tarkibiy qismi hisoblanadi.

Muomala me'zonlarini bilmaslik va ularni buzish odobsizlik hisoblanadi. Odobsizlik esa o'zaro kelishmovchiliklarga olib keladi. Natijada muomala madaniyati buziladi, munosabatlar taranglashadi, salbiy natijalar kelib chiqadi va ishga putur etadi.

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UDK 30 428

ROLE OF EMOTIONS IN FOREIGN LANGUAGE LEARNING

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Abstract. Emotions play a crucial role in learning a foreign language. This article explains why emotions are essential in learning foreign languages and gives information about the advantages of having linguistic units to understand and express emotions in a foreign language.

Keywords. Emotions, linguistic units, linguistic strata, metaphor, metonymy, hyponyms.

Аннотация. Эмоции играют решающую роль в изучении иностранного языка. В этой статье объясняется, почему эмоции необходимы при изучении иностранных языков, и дается информация о преимуществах наличия языковых единиц для понимания и выражения эмоций на иностранном языке.

Ключевые слова. Эмоции, языковые единицы, языковые уровни, метафора, метонимия, гипонимы.

Annotatsiya: Chet tilini o'rganishda emotsiya juda ham kata ahamiyatga egadir. Ushbu maqolada chet tillarini o'rganishda his-tuyg'ularni ma uchun muhim ligi tushuntiriladi va chet tilida his-tuyg'ularni tushunish va ifodalash uchun lingvistik asosga ega bo'lishning afzalliklari haqida qisqacha ma'lumot beriladi.

Kalitso'zlar: Hissiyotlar, lingvistik birliklar, lingvistiksatzlar, метафора, метонимия, гипонимия. [6]

Learning a new language can be challenging and overwhelming, and emotions can affect learning. Emotions are at the heart of the foreign language learning process. Without emotion, boredom would reign and very little learning would take place⁸. Positive emotions such as motivation, curiosity, and enjoyment can enhance learning by increasing engagement and focus. Negative emotions such as anxiety, frustration, and fear can hinder learning by reducing motivation and impairing memory. The word “emotion” itself was generally absent in the SLA literature up to the start of the current century, although there had been interest in one specific emotion: foreign language anxiety, especially since the study by Elaine Horwitz⁹.

Research has shown that emotional factors such as self-esteem, self-efficacy, and anxiety can significantly impact language learning. Students with high self-esteem and self-efficacy tend to be more confident and motivated, which leads to better language proficiency. On the other hand, students with high levels of anxiety may struggle with language learning due to their negative emotions.

Additionally, Ainley and Hidi connect interest with enjoyment which can be an outcome of some academic achievement. Then, enjoyment is linked with joy, excitement, and delight leading to concentration. Such positive emotions are called achievement emotions as they may lead to success or be a result of effective learning. Therefore,

⁸Dewaele J-M, On Emotions in Foreign Language Learning and Use- The Language Teacher, JALT Publications • Online Journals. 2015. – 13-15 p.p.

⁹Horwitz, E.K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. TESOL Quarterly 20(3), 559-562.

both interest and enjoyment can be called a good basis for engagement and involvement in learning, stimulating cognitive processes¹⁰.

Therefore, creating a positive learning environment that fosters positive emotions and reduces negative emotions is essential. Teachers can use various techniques such as incorporating games, music, and cultural activities to make language learning more enjoyable. Additionally, providing support and encouragement can help students build confidence and reduce anxiety. [15]

On the other hand, when students are able to express their own emotions in a foreign language and understand others' feelings in foreign language communication, they can easily feel confident in both learning and using this foreign language. Enough linguistic units such as names of basic emotions (happiness, sadness, anxiety, frustration) their synonyms, antonyms, hyponyms, idioms, phrasal verbs, proverbs, and figurative language (metaphors and metonymy) should be grasped by foreign language learners. In one word, all of these linguistic units can be called the semantic field of emotions¹¹. When individuals have a strong grasp of linguistic units related to emotions, they can communicate their feelings more effectively. This can lead to better relationships, improved conflict resolution, and a greater sense of emotional connection. [17]

Secondly, By understanding and expressing emotions through language, individuals can develop better emotional regulation skills. This can lead to reduced stress, improved mental health, and greater overall well-being. Furthermore, Understanding linguistic units related to emotions can help individuals develop greater empathy for others. This can lead to improved social connections, stronger relationships, and a greater sense of community.

Finally, it will lead to enhanced cognitive development. Learning and using linguistic units related to emotions can stimulate cognitive development and improve language skills. This can lead to better academic performance and improved overall cognitive functioning. Overall, having enough linguistic units to understand, express, and respond to emotions can lead to improved communication, emotional regulation, empathy, cognitive development, and overall well-being. [23]

¹⁰AINLEY, M, HIDI, S (2014). "Interest and enjoyment. In R. Pekrun and L. Linnenbrink-Garcia (Ed.) (2014) International handbook of emotions in education." New York: Routledge Publication.

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ИННОВАЦИОННОЙ ПРОЦЕСС СОВРЕМЕННОГО УЧИТЕЛЯ

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Аннотация: В статье рассмотрена объективная необходимость и условие достижения высокого качества современного образования посредством использования современных инновационных образовательных технологий. Инновационное обучение является новым подходом в образовательной системе, включающий в себя личностный подход, прочность знаний, умений и навыков, творческое начало, профессионализм, использование новейших технологий. Обучение русскому языку и литературе по инновационным технологиям –это организация учебного процесса по-новому, ориентированная на стремление учащихся к активной коммуникативной деятельности, к диалогу, включение в познавательную деятельность его эмоционального, интеллектуального потенциала.

Ключевые слова: инновационный процесс, образование, преподаватель, современные условия, процесс обучения русскому языку, учебные заведения экономического профиля.

Annotatsiya: Maqolada zamonaviy innovatsion ta'lim texnologiyalaridan foydalangan holda zamonaviy ta'limning yuqori sifatiga erishishning ob'ektiv zarurati va sharti ko'rib chiqiladi. Innovatsion ta'lim – ta'lim tizimidagi yangi yondashuv bo'lib, o'z ichiga shaxsiy yondashuv, bilim, ko'nikma, ijodkorlik, kasbiy mahorat, eng yangi texnologiyalardan foydalanishni o'z ichiga oladi.

Kalit so'zlar: innovatsion jarayon, ta'lim, o'qituvchi, zamonaviy, rus tilini o'qitish jarayoni, iqtisodiy profildagi ta'lim jarayoni.

Abstract: The article considers the objective necessity and condition for achieving a high quality of modern education through the use of modern innovative educational technologies. Innovative learning is a new approach in the educational system, which includes a personal approach, the strength of knowledge, skills, creativity, professionalism, and the use of the latest technologies.

Keywords: innovation process, education, teacher, modern conditions, the process of teaching the Russian language, educational institutions of an economic profile.

XXI век-это век развития, с этой точки зрения в современном мире к проблемам обучения уже нельзя относиться как раньше. Поэтому в сфере обучения, и вообще во всех сферах, очень актуальны такие понятия как «инновация», «инновационные технологии», «инновационный подход». В современной методике преподавания русского языка как иностранного чаще всего используются инновационные технологии. И это не случайно. Современное общество, современное отношение к жизни предъявляют к обучению и современные подходы. Почему в нынешнее время огромное внимание уделяется к использованию инновационных технологий в образовании? Это, в первую очередь, связано с тем, что в современном образовании изменилось место учителя, его роль в процессе обучения. Теперь в процессе обучения учителю следует не давать обучающимся готовые знания, а научить их добывать знания, работать над собой. Научить их как можно больше читать книги и самим делать выводы. А учитель в этом процессе указывает путь к приобретению знаний, служит как бы «путеводительной звездой». И это очень важно

тогда, когда учащиеся изучают русский язык как иностранный. Инновация (innovatis: in –в, novus –новый) в латинском языке означает вхождение нового в некоторую сферу, вживание в нее и порождение целого ряда изменений. Значит, инновация –это, с одной стороны, процесс обновления, реализации, внедрения, а с другой –это деятельность по вращиванию новации в определенную практику [9].

Наука, которая занимается созданием педагогических новшеств, их оценкой, использованием и освоением на практике, называется педагогической инноватикой. Это молодая наука, в о ней начали говорить только в конце 80-х годов XX. в., когда возникло движение учителей-новаторов. Стали появляться не только отдельные учителя, но и целые школы, опирающиеся на инновационные педагогические системы, разрабатываемые отечественными педагогами-учеными и педагогами-практиками: Ш. А. Амонашвили, М. А. Балабаном, В. С. Библером, В. В. Давыдовым, Н. П. Гузиком, И. Ф. Гончаровым, Ю. В. Громыко, Н. П. Гузиком, В. А. Караковским, А. А. Католиковым, А. Н. Тубельским, А. В. Хуторским, В. Ф. Шаталовым, М. П. Щетининым, Е. А. Ямбургом и др. Сейчас педагогическая инноватика находится в стадии становления. В середине 1980-х годов стали проводиться широкие исследования различных форм инноваций в педагогике и в системе образования, осуществляется обобщение тех инноваций, которые предложены педагогами и администраторами школ различных ступеней в разных странах, налаживается международное сотрудничество в разработке этого круга проблем. Новый подход к инновационным процессам был связан с противопоставлением инновации и институционализации. В этот период под инновацией понимали такую фор -му индивидуального или группового поведения, когда отдельный человек или группа достигают социально признанной цели средствами, которые еще не были институция -лизированы в предшествующем обществе. Инновация оказывается связанной с процессами институционализации новых форм поведения [2]. Что касается понятия «инновационная деятельность», то его необходимо рассмат -ривать в пространстве определенной практики. С точки зрения конкретного субъекта этой практики инновационной можно считать всякую

деятельность, приводящую к ее существенным изменениям по сравнению с существующей традицией. Инновационная деятельность –это деятельность, направленная на решение комплексной проблемы, порождаемой столкновением сложившихся и еще только становящихся норм практики либо несоответствием традиционных норм новым ожиданиям. Тогда инновация оправдана, более того, необходима. Когда инновационный опыт осуществления этой деятельности становится доступным другим людям, происходят фиксация инновационного опыта, его культурное оформление и механизмы трансляции [8]. Если инновационная деятельность отвечает трем предыдущим условиям, то ее особый смысл заключается в направленности на преобразование существующей практики либо на порождение принципиально новой практики. В этом случае в ней должен присутствовать вектор «институционализации», организационно-управленческое оформление нововведений и их нормативное закрепление в изменяющейся практике. Инновационная деятельность представляет целостную систему взаимосвязанных видов работ, совокупность которых обеспечивает появление действительных инноваций, а именно: 50 Гуманитарные и педагогические науки –научно-исследовательская деятельность, направленная на получение нового знания о том, как нечто может быть («открытие»), и о том, как нечто можно сделать («изобретение»); –проектная деятельность, направленная на разработку особого, инструментально-технологического знания о том, как на основе научного знания в заданных условиях необходимо действовать, чтобы получилось то, что может или должно быть («инновационный проект»); –образовательная деятельность, направленная на профессиональное развитие субъектов определенной практики, на формирование у каждого личного знания (опыта) о том, что и как они должны делать, чтобы инновационный проект воплотился в практике («реализация»). Иначе говоря, собственно инновационная деятельность направлена на то, чтобы открытие превратить в изобретение, изобретение –в проект, проект –в технологию реальной деятельности, результаты которой, по сути, выступают в качестве новации [1]. Еще одно принципиальное различие

необходимо провести между понятиями «новация» и «инновация». Основанием такого различия должны служить конкретные формы, содержание и масштаб преобразовательной деятельности. Так, если деятельность кратковременна, не носит целостного и системного характера, ставит своей задачей обновление (изменение) лишь отдельных элементов некоей системы, то мы имеем дело с новацией. Если деятельность осуществляется на основе некоторого концептуального подхода и ее следствием становятся развитие данной системы или ее принципиальное преобразование, мы имеем дело с инновацией [7]. Как педагогическая категория, этот термин относительно молод, и в этом одна из причин того, что существуют разные подходы к определению данного понятия. В самом общем смысле инновация – это конечный результат инновационной деятельности, воплощенный в виде нового или усовершенствованного продукта; нового или усовершенствованного технологического процесса. Педагогическая инновация – это изменения, направленные на улучшение развития, воспитания и обучения объектов образования. Инновации в образовании понимаются в широком смысле как внесение нового, как изменение, совершенствование и улучшение существующего. Новизна всегда носит конкретно-исторический характер. Не имеет значения, являются ли в настоящее время идея, концепция, технология объективно новыми или нет, можно определить время, когда они были объективно новыми. Рождаясь в конкретное время, прогрессивно решая задачи определенного этапа, новшество быстро может стать достоянием многих, нормой, общепринятой массовой практикой или отжить, устареть, стать тормозом развития в более позднее время. Поэтому педагогу нужно постоянно следить за новшествами в образовании и осуществлять инновационную деятельность. Таким образом, под инновацией понимается не просто создание, распространение новшеств, а изменения, которые носят существенный характер, сопровождаются изменениями в образе деятельности, стиле мышления [7]. Важнейшими составляющими педагогической инновации можно считать наличие соответствующего исследовательского, проектного, управленческого компонентов [10]. Инновационный процесс – это процесс развития, объект управления развитием

образовательного учреждения, процесс разработки и освоения новшеств [1]. Инновационные технологии –это производство (изобретение) нового для системы образования компонента [8]. Нововведение –это процесс введения «новшеств» –таких компонентов или связей, которых раньше не было в образовательной системе. Процесс перехода системы из одного качественного состояния в другое на основе внедрения инноваций [3]. На наш взгляд, следует различать новшества и нововведения. Если под педагогическим новшеством понимать некую идею, метод, средство, технологию или систему, то нововведением в этом случае будет процесс передачи в практику и освоения этого новшества. С помощью конструирования нововведений можно управлять развитием образовательных систем как на уровне школы, так и на уровне региона, страны. В основание классификации инноваций можно положить определенные критерии, на основе которых она будет проводиться. Первый критерий связан с областью, в которой осуществляются новшества. Вторым общим критерием можно считать способ возникновения новаторского процесса, третьим –широту и глубину новаторских мероприятий, а четвертым –основу, на которой проявляются, возникают новшества [5]. По первому критерию, то есть в зависимости от того, в какой области, в каком секторе образования проводятся нововведения (что обновляется), можно выделить следующие инновации: в содержании образования, в технологии, в организации, в системе и управлении, в образовательной экологии. В зависимости от способа осуществления нововведений (второй критерий) их можно разделить на: систематические, плановые, заранее задуманные; стихийные, спонтанные, случайные. В зависимости от широты и глубины новаторских мероприятий можно говорить о массовых, крупных, глобальных, стратегических, систематических, радикальных, фундаментальных, существенных, глубоких и др.; частичных, малых, мелких и т. п. Термин «инновация» как вид педагогической деятельности в целом означает вне-сение в учебный процесс нового (факты, методы, приемы), улучшающего действующую систему образования. Исследователи проблем инновационных процессов, творчества педагогов, педагогического опыта и педагогического мастерства (К.

Ангеловски, В. И. Загвязинский, М. Н. Скаткин, В. М. Короток, Н.В. Кузьмина и др.) выделяют два основных аспекта инноваций в педагогике как следствие педагогического опыта: педагогическое мастерство и собственно новаторство. Первый аспект, как правило, после некоторого периода борьбы признается обществом в качестве образца для подражания, и на этой основе могут быть созданы новые педагогические технологии. Второй аспект признания педагогической общественности, как правило, не получает, но подпитывает первый, т. е. ведет к педагогическому мастерству [6]. Гуманитарные и педагогические науки По мнению А. Н. Тубельского, к инновационным школам могут быть отнесены лишь те школы, которые сами полностью разрабатывают и реализуют комплексные инновационные программы «от замысла до воплощения», а не просто внедряют готовые разработки [6]. Школа в этом случае одновременно выполняет функции и научной лаборатории, и экспериментальной площадки и является пространством жизнедеятельности детей и взрослых. Поэтому в качестве инновационной может рассматриваться школа, которая: – разрабатывает или реализует отличную от общепринятой в большинстве школ модель организации жизнедеятельности учащихся; –разрабатывает принципиально отличное от традиционного содержание образования; –разрабатывает новое содержание и способы деятельности педагога. В педагогической науке и практике при характеристике педагогических инноваций употребляется понятие «педагог-новатор» –главное действующее лицо, субъект реализации нововведений. В переводе с латинского слово «новатор» – «обновитель»,

т. е. человек, вносящий и осуществляющий новые, прогрессивные принципы, идеи, приемы в той или иной области деятельности [5]. Кроме дифференциации понятий «инновация», «новация», «новшество» и т. д., еще одной проблемой в рассмотрении термина «инновация» является отношение с понятием «псевдоновизна». Феномен «псевдоновизны» заключается в стремлении к оригинальности любой ценой, прожектерстве, стремлении сделать не столько лучше, сколько иначе. Новизна в процессе модернизации образования проявляется в следующих явлениях: в подстраивании нововведений

под прежние отжившие нормы («приручение новшеств»); в формальной смене названий и вывесок ; в конъюнктурном воссоздании исторических форм учебных заведений; в формальном привлечении в школу титулованных научных руководителей («заигрывании с научными структурами»); в массовом создании различных «интеллектуализированных» служб (методологических, социологических) и формальных экспертных советов [9]. Понятие «инновационная деятельность» имеет широкий смысловой диапазон. В педагогике он рассматривается как вид педагогической деятельности, как творческий процесс по планированию и реализации педагогических новшеств, направленных на повышение качества образования, как социально-педагогический феномен, отражающий творческий потенциал педагога. В педагогической науке инновационная деятельность понимается как целенаправленная педагогическая деятельность, основанная на осмыслении (рефлексии) своего собственного практического педагогического опыта при помощи сравнения и изучения, изменения и развития учебно-воспитательного процесса с целью достижения более высоких результатов, получения нового знания, качественно иной педагогической практики. Модель инновационной деятельности включает: инноватора, нормативные предписания, среду нововведения, процессуальный компонент, новшество, произведение. Нововведение при таком рассмотрении понимается как результат инновации, а инновационный процесс включает в себя, по крайней мере, три этапа: генерирование идеи (в определенном случае – научное открытие), разработку идеи в прикладном аспекте, реализацию нововведения в практике. Ч. 1 К основным функциям инновационной деятельности учителя относятся: –прогрессивные (бездефектные) изменения педагогического процесса и его компонентов: изменение в целях; –изменения в содержании образования; новые средства обучения; новые идеи воспитания; новые способы и приемы обучения, развития, воспитания и т. д. [7]. Инновационная деятельность в педагогике также может рассматриваться на одном уровне одновременно в нескольких параллелях. Отсюда выделяют следующие виды инноваций внутри одного уровня педагогического процесса: технологические, методические, организационные,

экономические, социальные, юридические. Инновационные процессы в образовании рассматриваются в трех основных аспектах: социально-экономическом, психолого-педагогическом и организационно-управленческом. От этих аспектов зависят общий климат и условия, в которых происходят инновационные процессы. Имеющиеся условия могут способствовать либо препятствовать инновационному процессу. Инновационный процесс может быть как стихийным, так и сознательно управляемым [9]. Инновационный процесс в обучении представляет собой совокупность процедур и средств, с помощью которых дидактическое открытие или методическая идея превращаются в образовательное нововведение. Характер протекания инновационных процессов определяется тремя взаимосвязанными силами: –особенностями вводимого новшества; –инновационным потенциалом новаторов среды; –особенностями инновационной деятельности инициаторов и участников нововведения [2]. Инновационные процессы следует отличать от локального эксперимента или внедрения отдельных новшеств. Например, введение дополнительного элективного курса в школу еще не делает ее инновационной. Инновационную деятельность можно трактовать как личностную категорию, как созидательный процесс и результат творческой деятельности; она предполагает наличие определенной степени свободы действий у соответствующих субъектов. Ценность инновационной деятельности для личности связана с возможностью самовыражения, применения своих способностей, с творчеством. Трудности, возникающие в процессе инновационной деятельности, предстают перед личностью как перспектива возможности их разрешения своими силами [4]. Таким образом, деятельность, которая обеспечивает превращение идей в нововведение, а также формирует систему управления этим процессом, и есть инновационная деятельность. На наш взгляд, есть три обязательных условия для освоения любой педагогической инновации –это понимание, рефлексия и личностная подготовленность. Проблематизация собственной деятельности с целью ее изменения (понимание) и умение ее изменить, предварительно осознав собственные социальные, коммуникативные, экономические и прочие установки и

предубеждения (рефлексия), –это обязательные условия для того, чтобы «помыслить иную педагогическую реальность» (Г. П. Щедровицкий). Но поскольку освоение новой технологии, как отмечает М. В. Кларин, –это не столько интеллектуальное принятие и дидактическая проработка, сколько личностное оценивание и интерпретация, то именно личностная подготовленность к использованию нововведений в учебном процессе и становится главным тормозом внедрения новых технологий [12]. В нашем понимании инновационность в образовании означает реализацию трехцелевых установок в комплексе: формирование специальных (математических, филологических, исторических и др.) знаний, умений и навыков; формирование мировоззрения; формирование личности обучающегося средствами обучения математике, химии, языку и т. д. Исследователи инновационных процессов (А. И. Пригожин, Н. И. Лапин, Б. В. Сазонов, В. С. Толстой, А. Г. Кругликов, А. С. Ахиезер, Н. П. Степанов и др.) выделяют два подхода к изучению структуры инновационных процессов: предметно-феноменологический или предметно-технологический на микроуровне индивидуального новшества, а также на макроуровне –взаимодействие отдельных нововведений [17]. Первый подход расчленяет структуру процесса нововведения на части с содержательной его стороны, т. е. рассматривается некоторая новая идея, воплощаемая в действительность. Второй подход определяется взаимодействием отдельных нововведений: их сочетанием, конкуренцией, последовательной сменой. Инновационные процессы выражают не только внутреннюю, предметную логику новшества, но и логику его взаимодействия с окружающей средой. С этой точки зрения новшество характеризуется динамическим соотношением параметров, выражающих как его воздействие на окружающую среду, так и обратное влияние последней на само нововведение. Динамика этих характеристик во времени и образует жизненный цикл нововведений [9].

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O'ZBEKISTONDA INGLIZ TILINI XORIJIY TIL SIFATIDA O'QITISHNING DOLZARB MUAMMOLARI

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Annotatsiya: 21-asr boshlaridan buyon O'zbekistonda chet tillarini o'qitishga alohida e'tibor qaratila boshlandi. Dunyo tillari orasida ingliz tilini o'qitish va o'rganish muhim vazifalardan biri bo'lib

bormoqda. Ushbu maqolada soha rivojidadagi to'siqlar va ko'rilishi lozim bo'lgan chora-tadbirlar ta'kidlab o'tildi. Mamlakat ingliz tilini xorijiy til sifatida o'rganishi va yetarli o'rganish muhitining mavjud emasligi o'qituvchilar va o'rganuvchilar uchun hanuzgacha eng katta baryerlardan biri bo'lib qolmoqda

Kalit so'zlar: Ingliz tilini xorijiy til sifatida o'qitish, baholash, dasturlar, ingliz tilida muloqot ko'nikmasi, qabul qiluvchi qobiliyatlar, namoyish etuvchi qobiliyatlar, Lingua franca, ingliz tilini xorijiy til sifatida o'rganuvchilar.

Abstract: Since the beginning of the 21st century, special attention has been paid to the teaching of foreign languages in Uzbekistan. Among the languages of the world, teaching and learning English is becoming one of the most important tasks. Significant reforms have begun to take place in kindergartens, schools, and higher education programs and textbooks. This article highlighted the obstacles in the development of the industry and the measures that should be taken. The country's lack of learning English as a foreign language and an adequate learning environment is still one of the biggest barriers for teachers and learners

Key words: Teaching English as a foreign language, communicative skills in English, receptive skills, productive skills, English as Lingua franca, EFL students

Аннотация: С начала 21 века преподаванию иностранных языков в Узбекистане уделяется особое внимание. Среди языков мира преподавание и изучение английского языка становится одной из важнейших задач. Начались серьезные реформы в детских садах, школах и высших учебных заведениях. В данной статье выделены препятствия в развитии отрасли и меры, которые следует предпринять. Отсутствие в стране изучения английского языка как иностранного и адекватной среды обучения по-прежнему является одним из самых больших препятствий для учителей и учащихся

Ключевые слова: преподавание английского языка как иностранного, коммуникативные навыки на английском языке, рецептивные навыки, продуктивные навыки, английский язык как лингва-франка, студенты EFL

Kirish

Bugungi kunda O'zbekiston Respublikasida boshqa xorijiy tillar bilan taqqoslaganda ingliz tili ancha ustuvor tilga aylandi. Bunga asosiy

sabablardan biri iqtisodning sezilarli darajada o'sishi, xorijiy sayyohlarning mamlakatga tashrifi oldingi yillarga qaraganda ko'paya boshlaganligi, odamlarning sayohat qilish imkoniyatlari kengayib borishi va butun dunyoda globallashuv jarayonining tezlashib borayotganligidir. Keyingi muhim sabablardan biri esa ilm-fandagi yangiliklar, internet tarmog'ining ommabop tus olishi bo'ldi. Uchinchidan, madaniyatlararo muloqot davomida umumiy tilga ega bo'lish madaniyatlar almashinuvining samarali bo'lishiga xizmat qiladi. Shunga qaramasdan, mamlakatda ingliz tilini o'qitish darajasi nisbatan qoniqarli deb ta'rif berib kelinadi. Kipchakova S.B va Narbayeva D.Zh {2020}larga ko'ra, O'zbekistonda ingliz tilini o'rganuvchilar uchun asosiy tajriba maydoni faqatgina sinfxona va o'qituvchidan iborat. Oliy ta'limgacha bo'lgan jarayonni hisobga olinsa, mamlakatda ingliz tilini o'rganuvchilar bugungi kunda boshlang'ich maktab va o'rta maktabdan boshlab ingliz tilini o'rganishadi. Bog'chalarda esa ota-onalar homiyligi asosida pullik to'g'araklar tashkil etilgan. Shunda O'zbekistonda bolalar o'rtacha 6 yoshidan boshlab ingliz tilini o'rganishni boshlaydi va Oliy ta'limda ham majburiy tarzda davom ettiradi. Bu yerda o'quvchilar ingliz tilini juda uzoq muddatda o'rganayotganliklariga qaramasdan, (bog'chada o'rtacha 1 yil, maktabda 11 yil, universitetda 4 yildan 6 yilgacha vaqt sarflamoqdalar)o'rganuvchilar ingliz tilida real kontekstda muloqot qilishga qiynaladilar. Nessipbayeva & Dalayeva {2013} ga ko'ra, mamlakatda aholining oliy ma'lumotlilik darajasi 9.8% ga teng. Bu esa Markaziy Osiyo mamlakatlari orasida eng past ko'rsatkichlardan biridir. Bundan tashqari, O'zbekistonda Rossiya bosqini va boshqaruvda, iqtisod va ijtimoiy sohada hatto Sovet davlati parchalanib ketganidan ham keyingi yaqin aloqalar mamlakat ta'lim sohasining ham ushbu davlatning kuchli ta'siri ostida qolishiga olib kelgan {Silova, 2011} Tadqiqotchilar va ta'lim sohasidagilarning ayrim xulosalariga ko'ra, ingliz tilini xorijiy til sifatida o'rganishda yuqori natijalar qayd etilayotganligiga qaramasdan, ingliz tilini o'qitish va o'rganishda turli muammolar mavjud. Ushbu tadqiqot natijasida, mavjud turli real to'siqlar va ularni yechishda bir nechta samarali metodlar taqdim etildi.

1.1 O'rganiuvchilar duch keladigan muammolar

Eslatib o'tish mumkin bo'lgan eng muhim qiyinchiliklardan biri mamlakatda ingliz tilida muloqot muhiting yetarli emasligidir. Boshqacha

qilib aytganda, sinfdan tashqarida ingliz tilida so'zlashishni real tajribada sinash uchun deyarli ehtiyoj sezilmaydi. Shuning uchun o'quvchilar bu tilni o'rganishga qanchalik vaqt sarflashmasin, o'zlari uchun o'ta zarur va kerak deb hisoblashmaydi, muhimlik darajasini his qila olmaydilar. Sinfdan foydalaniladigan darsliklar, tarqatma materiallar qanchalik jozibali bo'lmasin, o'quvchilarni chin dildan o'rganishga yetaklovchi manba bo'la olmaydi, ingliz tili bugungi kunda **Lingua Franca -muloqot markazidagi til** ekanligini o'z tajribalarida qo'llay olmaydilar.

Ingliz tilida so'zlashuvchi mamlakatlarga sayohat qilish o'qituvchi va o'quvchilar uchun ham deyarli imkonsizdir yoki mahalliy so'zlashuvchilar bilan yaqin aloqalarning sezilarli ozligi ham til o'rganishga bo'lgan to'siqlarni keltirib chiqaradi. Ingliz tilida mahalliy so'zlashuvchi o'qituvchi -professorni ta'lim dargohlarida uchratish sahrodagi sarobga o'xshab ko'rinadi. Ingliz tilini xorijiy til sifatida o'rganuvchi o'quvchilar (EFL students in Uzbekistan) mahalliy so'zlashuvchilarni faqatgina mamlakatning turistik zonalarida va biznes sektorlarida uchratishlari mumkin. Bunda ham ularning suhbatlari odatda "Qayerdansiz? " , " Ismingiz nima ? " deyishdan nariga o'tmasligi mumkin. Oldingi yillarga qaraganda bugun O'zbekistonda ingliz tilini o'rganish uchun qulay muhit yaratish maqsadida bir nechta ijtimoiy tarmoqlarga kirish, ulardagi inglizcha kontentlarni ko'rish, TV da ayrim inglizcha kanallarni ham tomosha qilish imkoniyati mavjud. Mahalliy telekanallardan biri ham hozirda faqat xorijiy tilda uzatilmoqda (Foreign languages channel). Mirzaei Rizi { 2014} Eron va Hindistonda ingliz tilini xorijiy til sifatida o'qitish muammolari yuzasidan olib brogan o'z tadqiqotlarida shuni isbotladiki, Eronda til o'qitishda autentlik darajasi yuqori hisoblangan ommaviy axborot, gazeta va jurnallar , TV da turli kontentdagi inglizcha axborotning mamlakat mentaliteti va ma'naviy axloqiga ta'siri bahonasida aholiga uzatilmamasligi ingliz tili o'rganuvchilar uchun muloqotdagi baryerlarni keltirib chiqaruvchi faktor hisoblanadi, aksincha Hindistonda esa ushbu yuqorida keltirilgan barcha manbaalarga nisbatan erkin foydalanish huquqi mavjud bo'lib, til o'rganuvchilar muloqotga kirishishdan oldin (Output) Eronliklarga nisbatan yetarliroq axborot qabul qilish imkoniyatiga egalar (Input) va Eronliklarga qaraganda besh marta ko'proq ingliz tilida gazeta va jurnallarni o'qiydilar. So'rovnomada qatnashgan aksariyat Hindiston talabalari

maktab darsliklariga kiritilgan inglizcha kontentni qiziqarli deb baholaydilar.

Bundan ko'rinadiki, Hindistonda ommaviy axborotda ingliz tilining roli Eronga qaraganda ancha yuqoriroq. Ingliz tili darslarida ingliz tilida so'zlashish ham Eronga nisbatan Hindistonda ko'proq foizni tashkil etadi. Eronda esa haligacha qanday qilib ingliz tilini o'qitishni yaxshilash yuzasidan izlanishlar olib boriladi. Mavzu doirasida qilingan tadqiqot natijalariga ko'ra, til o'rganuvchilar orasida faqat chet el universitetlariga kirimoqchi bo'lgan yoshlarga ushbu tilda mukammal muloqot qilsihga intiladilar. Yetarlicha lug'at boyligining mavjud emasligi esa aksariyat yoshlarni xorijiy tilda kitob, gazeta va jurnal o'qishdan uzoq bo'lishlariga olib keladi. O'qituvchilar bu borada boshqa mamlakatlar bilan hamkorlik qilsihlari va o'quvchilarning mustaqil o'rganish ko'nikmalarini rivojlantirishlari kerak {Akbari, 2014; Akbari and Tahririan, 2009; Jafari and Kafipour, 2013; Tabatabaei and Hosseini, 2014}. Yana bir muammo shundaki, ko'pchilik o'rganuvchilar uchun ingliz tilidagi so'zlarni eslab qolish bir muncha qiyin va ushbu til uchun turlicha ko'nikmalar yaxshi rivojlangan bo'lishi kerak deb hisoblaydilar {Oxford, 2001}. Qo'shimcha qilib aytganda, tajribasiz o'qituvchilar evaziga qishloq joylardagi o'rganuvchilar yetarlicha muloqot qila olish imkoniyatiga ega bo'lmaydilar. Faqatgina darsliklar ular uchun tajriba almashish vositasi bo'lib xizmat qiladi. Shahar joylarda yashaydigan o'rganuvchilar esa bir muncha yaxshiroq o'qituvchilardan dars olish va zamonaviy texnikalardan foydalanish imkoniyatiga egalar. O'quvchilarning til bilish darajasiga ko'ra alohida guruhlariga bo'lib o'qitilmasligi ham o'qitish va o'rganish sifatining buzilishiga asosiy sabab bo'la oladi. Ta'limjarayonida guruh bo'lib ishlash amaliyoti ancha samarali o'qitish uslubi hisoblanadi {Amatobi & Amatobi, 2013; Dooly, 2008}. Talabalarning ko'pchiligi ingliz tilini o'rganishga shunchaki maktab darsligi sifatida qaraydi, ayrimlari uchun esa ingliz tilini o'rganish shunchaki bajarilishi lozim bo'lgan vazifa. Boshqa turdagi o'rganuvchilar uchun faqat xorijiy universitetlar imtihonidan o'tib olish muhim vazifa hisoblanib, ko'pincha ingliz tilida gapirish (speaking) va yozish (writing) ko'nikmalarini rivojlantirishga juda kam vaqt sarflaydilar.

1.2 O'qituvchilar oldidagi muammolar

Ta'lim sohasida xorijiy til o'qituvchisiga eng avvalidanoq o'quvchilarni kirish imtihoniga tayyorlashdek noto'g'ri vazifa belgilab

beriladi, ularning turli konkurslarda testlardan olgan natijalari olqishlanadi {Subramanian, 1985}.Shuning uchun ham xorijiy til o'rganayotgan o'quvchilarni asosan universitetlarning kirish imtihonidan o'tish, yetarli ball to'plash ko'proq qiziqtiradi. Boshqa maqsadlarda til o'rganish ikkinchi darajali bo'lib qoladi.Khaniya {1990 , Ghorbani, 2009}o'z tadqiqotlarida ta'kidlaganidek, “ xorijiy til o'qituvchilarining asosiy maqsadi o'quvchilarining imtihonlarda yuqori natijalar qayd etishi va o'zlarining eng yaxshi o'qituvchi sifatidagi obro'larni saqlab qolishga intilishlaridir” . “O'qituvchilar o'quvchilarining past natija qayd etishlaridan va obro'sizlanishlaridan qattiq qo'rqadilar va sinfda o'quvchilarni faqatgina imtihondan o'tishlari uchun tayyorlaydilar”. O'quvchilar ham odatda o'qituvchidan faqat imtihondagisavollarnigina qamrab oluvchi mavzularni o'tishlarini hohlaydilar{Hosseini, 2007}.

1.3 Darsliklar muammosi

Barcha mamlakatlarda til o'qitishda darsliklar muhim ahamiyatga ega. O'zbekiston maktablari va Oliy ta'lim dargohlarida ingliz tilini o'qitish uchun mo'ljallangan darsliklar o'quv rejasini tuzishda muhim manbaa hisoblanadi. O'quvchilarning darsliklar asosida olingan bilimlari baholab boriladi.Darsliklarga tayanib o'qitishdagi eng katta muammolardan biri shuki, u yerdagi mashqlar odatda tilning barcha ko'nikmalarini rivojlantirish uchun yetarli emas. O'quvchilar xorijiy tilda real aloqa qilishlari uchun va muloqot zaruratini ular ongiga singdirish uchun darsliklardagi ma'lumotlar juda chegaralangan. Chastain{ 1988; McGrath, 2002}ga ko'ra madaniyatlararo muloqotni shakllantirish ham tilning boshqa ko'nikmalaridek muhimlik sifatiga ega. [11]

1.4 Muammoli o'qitish metodikasi

Olib borilayotgan tashviqotlkarga qaramasdan, O'zbekistonda aksariyat o'qituvchilar ingliz tilini o'qitishda grammatik tarjima metodidan (Grammar translation method) keng foydalanib keladilar. Mahalliy universitetlarga kirish imtihonlari ham asosan grammatikaga doir savollar bo'lgani sababli, o'quvchilar uchun ham ushbu metod manfaatliroq hisoblanadi.

1.5 Baholash va monitoring muammolari

Ko'pchilikka ma'lumki, maktab ma'muriyati va ota-onalar odatda o'quvchining bilimini standartlashgan testlar baholashiga qattiq ishonadilar. O'qituvchilar ham bunday testlarni o'z ishlarini baholovchi indikator sifatida ko'radilar.Til o'qituvchilariga davomli baholash

(formative assessment) usuli taklif qilinsa ham odatda ular xulosalovchi (summative assessment) baholashni afzal ko'rishadi. Ular uchun davomli baholash ancha qiyin va uddalab bo'lmas baholash turiga o'xshab ko'rinadi {Farhady & Hedayati, 2009 as cited in Saad, Sardare, & Ambarwati; 2013}.Ya'ni ular haligacha o'quvchini hayotiy ko'nikmalariga ko'ra baholay olmayaptilar. [14]

1.6 Dastur tuzishdagi muammolar

Ko'pchilik davlatlar qatori O'zbekistonda ham o'quvchilar 7 yoshdan boshlangich sinfga qabul qilinadilar va ayni paytda boshqa umumta'lim fanlari qatorida ingliz tili ham xorijiy til sifatida birinchi sinfdan boshlab haftada ikki marta o'qitiladi.

Ushbu bosqichda asosan o'quvchilarga oddiy so'z va so'z birikmalarini qoshiqlar, she'rlar, rasm chizish va harakatli o'yinlar tarzida o'rgatish ko'zda tutilgan. Beshinchi sinfdan boslab tilning deyarli barcha ko'nikmalari darsliklarda qamrab olingan. Dars soatlari esa haftada uch martani tashkil etadi va 2012 -2013 o'quv yilidan boshlab xorijiy tillarni o'qitish muddati o'n bir yil qilib belgilandi. Universitetlarda esa o'n bir yillik ta'limdan so'ng eng kamida yana ikki yil xorijiy til o'rganish majburiy qilib belgilandi. Tadqiqotlar shuni ko'rsatadiki, tizim hanuzgacha mukammal o'quv dasturiga ega emas. O'qib tushunish va grammatik mashqlar ishlashga ko'proq urg'u berilgan. Audio materiallarida keltirilgan talaffuz va urg'uda xatoliklar mavjud. Til o'qitishda uzilishlar kuzatiladi. Deyarli hech qaysi bosqichda umumiy ta'limda yuqori bosqich (advanced) ga o'tilmaydi. Dastur esa asosan produktiv qobiliyatlardan ko'ra qabul qiluvchi qobiliyatlarni rivojlantirishga qaratilgan (Razmjoo & Riazi 2006).

Xulosa

Tadqiqotlarga ko'ra , O'zbekistonda ingliz tilini o'qitish soatlari ancha ko'p bo'lsa ham o'quvchilar real muloqotda ushbu tildan foydalanishda turli to'siqlarga duch keladilar. Muammolar odatda yuqorida sanab o'tilgan yettita komponentga ko'ra yuzaga keladi(o'quvchilar, o'qituvchilar, o'qitish materiallari, o'qitish metodi, darsliklar va o'qitish dasturlari va h). O'qitish dasturlarini tuzish davomida o'quvchilarning real ehtiyojlarini hisobga olish zarurhisoblanadi.Qabul qiluvchi konikmalarni rivojlantirishdan ko'ra o'uvchilarning muloqot ko'nikmalarini shakllantirish bugungi kunda xorijiy til o'qitish muammolari uchun maqbul yechimlardan

biridir. Bundan tashqari, soha rivojiga xizmat qilish uchun xorijdan professor-o'qituvchilarni muntazam taklif qilish, mahalliy o'qituvchilar bilan hamkorlikda ishlar olib borish muhim vazifalardan biridir. Kardlar tayyorlashda ularning sifatiga ahamiyat berish, til o'qituvchilarini iloji boricha eng zamonaviy vositalar bilan ta'minlash, baholash borasida yangi tendensiyalarni ularga o'rgatib borish zaruriy chorlardan hisoblanadi. Sinfxonalarda o'quvchilarni til bilish qobiliyatiga ko'ra guruhlariga bo'lib o'qitish ham samarali usullardan deb topildi. Darsliklarning global o'qitish standartlariga javob bera olishi alohida ta'kidlanishi kerak bo'lgan tavsiyalardan deb topildi. [17]

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INGLIZ TILI O'QITISHDA KORPUS LINGVISIKASIDAGI
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Annotatsiya: Maqolada hozirgi vaqtda korpus lingvistikasi turli tilshunoslik sohalarida tobora ko'proq qo'llanilayapti, shu sababli korpus lingvistikasi - bu matn namunalarining katta to'plamlarini tahlil qilish orqali til va uning barcha xususiyatlarini o'rganishga qaratilgan muammolar va takliflar bayon etilgan.

Kalit so'zlar: korpus lingvistika, ingliz tili, korpus, lingvistika.

Аннотация: В статье корпусная лингвистика в настоящее время все чаще используется в различных областях языкознания, поэтому корпусная лингвистика - это проблема и предложения, направленные на изучение языка и всех его особенностей путем анализа больших коллекций текстовых образцов.

Ключевые слова: корпусная лингвистика, английский язык, корpus, лингвистика.

Annotation: In the article, corpus linguistics is now increasingly used in various areas of linguistics, so corpus linguistics is a problem and proposals aimed at studying the language and all its features by analyzing large collections of text samples.

Key words: corpus linguistics, English language, corpus, linguistics.

Ma'lumki, "Korpus - bu lingvistik tadqiqotlar uchun ma'lumotlar manbai sifatida iloji boricha til yoki til xilma-xilligini ko'rsatish uchun tashqi mezonlar bo'yicha tanlangan elektron shakldagi til matnlari to'plami".

Tadqiqot jarayonida korpuslar tasnifini maxsus printsiplarga asoslangan holda keltirish, ularni ma'lum ma'noda qo'llash sohalariga ko'ra turkumlash, shartli ravishda, yakuniy shaklga keltirildi va mavjud terminlardan foydalanildi.

Lisoniy korpuslarni qo'llash mumkin bo'lgan sohalar qatoriga quyidagilarni kiritdik:

A) tarjima amaliyoti va chog'ishtirma lingvistika: maxsus/ umumiy korpus; qiyosiy korpus; bir/ko'p tilli korpus; og'zaki/yozma korpus; Parallel korpus va h.k.

B) leksikografiya: maxsus/umumiy korpus; havolali korpus; og'zaki/yozma korpus; qo'sh korpus; bir/ko'p tilli korpus va h.k.

V) adabiyot nazariyasida: parallel korpus; mualliflik korpusi; adabiy korpus va h.k.

G) lingvodidaktika va tillarni o'qitish: maxsus/ umumiy korpus; o'rganuvchi / pedagog korpusi; kuzatuv korpusi; og'zaki/yozma korpus va h.k.

D) etimologiya va til tarixi tadqiqi: maxsus/ umumiy korpus; tarixiy/zamonaviy; kuzatuv korpusi; hududiy korpus va h.k. Bu ro'yxatni korpus tahlillarga tayanuvchi barcha til xususidagi nazariy va amaliy tadqiqot sohalari bilan davom ettirish mumkin.

Ushbu sohaga oid adabiyotlarni kuzatish natijasi shuni ko'rsatdiki, Korpus lingvistikasining bir qancha muammolari mavjud. Ular quyidagichadir:

- Korpus tilshunosligining metatili;
- korpus hajmi;
- jismlarning tasnifi;
- Korpus lingvistikasining muammoli xususiyatlari;
- korpusdagi matnlarning haqiqiyliги muammosi;
- korpus ma'lumotlar bazasini o'lchash;

Keltirilganlardan ayrimlarini tahlil etamiz:

I. F. G'aniyevaning fikricha, sohada farqsiz ishlatilishi mumkin bo'lgan ikki xil atama mavjud. Ular "til korpusi" va "lingvistik korpus". Polikarpovning fikriga ko'ra, lingvistik korpus til korpusining sinonimi sifatida foydalanish uchun mos atama emas, chunki lingvistik korpus til haqidagi korpus, til haqidagi nazariyalar, ammo tilning emas.

Muhokama qilinadigan quyidagi muammo "Korpus lingvistikasi nima?" - bu intizommi, metodologiyami, paradigmami yoki bularning hech biri yoki hammasimi? Bu savolning aniq javoblari yo'q. Biroq, shu bilan birga, turli tilshunos olimlar tomonidan korpus lingvistikasining turli xil ta'riflari va tavsiflari orqali kuzatilishi mumkin bo'lgan bir nechta variantlar mavjud. Darhaqiqat, asoschilardan biri Aarts va Meijs ushbu

mavzuga bag'ishlangan birinchi kitob sifatida ko'pincha korpus lingvistikasi atamasining manbai sifatida aniqlanadi, garchi bu atama aslida ilgari ishlatilgan bo'lsa ham, masalan, Aartsda. va van den Heuvel. O'sha paytdan boshlab bu korpus tilshunosligi haqida gapirish bo'yicha takroriy tashvishlardan birini keltirib chiqaradi va muqobil variantlarni afzal ko'rishni hisobga olishi mumkin. Korpus lingvistikasi "nima ekanligi" nuqtai nazaridan nafaqat turli xil ta'riflar taklif qilindi, balki muqobil variantlar aniq ko'rib chiqildi va rad etildi. Bularga, ko'rib turganimizdek: korpus lingvistikasi - bu vosita, uslub, metodologiya, metodologik yondashuv, fan, nazariya, nazariy yondashuv, paradigma (nazariy yoki metodologik) yoki ularning birikmasidir. [5]

Korpus lingvistikasi uchun navbatdagi muammoni muhokama qilish vaqti keldi. Bu korpus tomonidan taqdim etilgan til ma'lumotlarining haqiqiyliги muammosi. Ko'pincha korpus o'quvchilarni "haqiqiy" yoki "haqiqiy" til bilan ta'minlaydi va bu so'zlar soxta tillardan ko'ra haqiqiy va haqiqiy tildan foydalanishni afzal ko'radigan Kommunikativ tillarni o'qitish (CLT, bu communicative language teaching) usulining asosiy xususiyatlariga mos kelishi sababli, u ko'pincha korpusga asoslangan til materiallari CLT uchun juda mos keladi deb taxmin qilinadi. Biroq, ba'zi tadqiqotchilar korpusdagi til ma'lumotlarining haqiqatan ham haqiqiyliгiga shubha qilishdi. Uiddouson "haqiqiylik" va "haqiqiylik" tushunchalarini qarama-qarshi qo'yib, "haqiqiylik" matnlarning mulki va mutlaq sifat ekanligini, "haqiqiylik" esa nutq talqinining o'ziga xos xususiyati ekanligini ta'kidladi. Uning ta'kidlashicha, tanadagi til haqiqiy bo'lishi mumkin, ammo u haqiqiy emas, chunki u tilning nutqiy va kommunikativ tabiatidan ajratilgan. [10]

Quyidagi masala haqida ma'lumot berishni maqsadga muvofiq deb hisoblaymiz. Dialoglarning ma'lum bir guruh, masalan, o'smirlar nutqining nisbatini shunday o'lchash mumkin. Korpus kompilyatorlari barcha o'smirlarning faqat kichik namunasini yozib olishlari mumkin va ular dialoglar nisbatini vaqt bo'yicha qanday o'lchaydilar? gaplar bo'yicha? so'zlar jihatidan? Va agar ular butun tilning korpus vakilini tuzishga harakat qilsalar, unda ma'lum bir til xilma-xilligining ahamiyatini qanday o'lchaydilar? Ko'rib turganimizdek, korpus har doim ham til yoki pastki tilning yuqorida aytib o'tilgan muammoli ob'ektlari nuqtai nazaridan ishonchli ma'lumotlar bazasi emas. [25]

Bunga qo'shimcha ravishda, korpusning eng katta disfunktsiyalaridan birini quyidagi iqtibosdan ko'rish mumkin: "Menimcha, [ingliz tili] leksikasi va grammatikasi barcha sohalari haqida ma'lumotni o'z ichiga olgan har qanday katta korpus bo'lishi mumkin emas. Men kashf qilmoqchiman [...]". Albatta, tabiiy tilning katta hajmini hech qachon ma'lumotlar bazasida yozib bo'lmaydi, chunki u haqiqatan ham matematik jihatdan cheksizdir. [24]

Xulosa qilib shuni ta'kidlash kerakki, har bir fan o'zining paydo bo'lishida qandaydir muammolarga duch keladi. Darhaqiqat, yuqorida aytib o'tilganidek, Korpus tilshunosligida ham bir qancha qiyinchiliklar mavjud. Biroq, ular hali to'g'ri echimga ega emaslar. Korpus lingvistikasidagi yechilmay qolgan muammolarni berilayotgan taklif va mulohazalar orqali ushbu sohaning bir qator kamchiliklarini to'ldirishga xizmat qilishiga ishonamiz.

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**INGLIZ TILINI MAXSUS MAQSADLARDA O‘QITISH
METODIKASINING TAMOYILLARI: NAZARIY YONDASHUV**

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Annotatsiya: Ushbu maqolada ingliz tilini maxsus maqsadlarda o‘qitish metodikasining tamoyillari to‘g‘risida ma’lumot berilgan. Ingliz tili o‘qitishga qo‘yiladigan zamonaviy talablarni hisobga olgan holda, mazkur ilmiy muammoni fanda qay darajada yoritilganligini o‘rganishga to‘g‘ri keldi.

Kalit so'zlar: tamoyil, o'qitish metodikasi, lingvistik tamoyil, didaktik tamoyil, psixologik tamoyil.

Аннотация: В данной статье представлена информация о принципах обучения английскому языку для специальных целей. Принимая во внимание современные требования к преподаванию английского языка, необходимо было изучить, в какой степени эта научная проблема освещена в науке.

Ключевые слова: принцип, методика обучения, лингвистический принцип, дидактический принцип, психологический принцип.

Bugungi kunda mamlakatimizda keng ko'lamli islohotlar olib borilmoqda, davlatimizning dunyo hamjamiyatiga integratsiyalashuvi xorijiy tillarni mukammal egallagan mutaxassis kadrlarni tayyorlash kabi muhim vazifalarni belgilamoqda. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev ta'kidlaganlaridek: "mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim"¹². Shunday ekan tadqiqot olib borilayotgan soha zamonaviy ilm-fan rivoji sifatida qaralgani bois, uni mamlakatimiz taraqqiyoti yo'lida salmoqli o'zlashtirish bugungi kun talabini ifoda etadi. Bunda korpus lingvistikasining tarixiy rivojlanish evolyutsiyasi, korpus, uni tasniflash, qo'llash printsiplari tahlili asosida ingliz tili mavjud korpuslarining funktsional xususiyatlarining nazariy tadqiqini ishlab chiqish kabi muhim vazifalar belgilandi.

O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-son «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi farmoni, 2019 yil 8 oktyabrdagi «O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to'g'risida»gi PF-5847-son farmoni, 2017 yil 11 avgustdagi 610-son «Ta'lim muassasalarida chet

¹² 2021 yil 6 may kuni Prezident Shavkat Mirziyoyev raisligida 6 may kuni Chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishidan.

<https://yuz.uz/news/prezident-xorijiy-tillarni-organish-boyicha-kelajak-uchun-mustahkam-poydevor-boladigan-yangi-tizimni-yolga-qoyish-vaqti-soati-keldi>

tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to‘g‘risida»gi, 2018 yil 5 iyundagi PQ-3775-son «Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo‘yicha qo‘shimcha chora-tadbirlari to‘g‘risida»gi qarorlari, O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” 2021 yil 19 maydagi PQ-5117-son Qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to‘g‘risida” 2021 yil 19 maydagi 312-son Qarorlari bularga yaqqol misol bo‘la oladi.

Ingliz tili o‘qitishga qo‘yiladigan zamonaviy talablarni hisobga olgan holda, mazkur ilmiy muammoni fanda qay darajada yoritilganligini o‘rganishga to‘g‘ri keldi.

Chet tilini o‘qitish metodikasi bo‘yicha chet el olimlari (Lyaxovitskiy M.V., 1981; Bim I.L., 1998, 1989, 1996, 2001; Galskova N.D., Gez N.I., 2008; Safonova V.V., 1996, E.H., Solov, 2001; tahriri A.A.Mirollyubov, 2010; Mirollyubov A.A., Folomkina S.K., Shatilov S.F., 1982; Passov E.I., 1985, 1989, 2000; Schukin A.N., 2007, 2012, 20); rus tili (Zaxarov V.P., 2005; Rykov V.V., 1999, 2002) va chet tillari (Bagaryan A.A., 2004; Sysoev P.V., 2010, 2012; Ryazanova, Chekova, 2012; Ryazanova, V. V., 1999, 2002) lingvistik korpus turlaridan foydalanish. T.A., 2012; Kokoreva A.A., 2013); ta’limni axborotlashtirish va ta’limda zamonaviy AKT va multimedia texnologiyalaridan foydalanish (Robert I.V., 1994, 2005, 2006, 2010; Andreev A.A., 2001; Apatova N.V., 1994; Po‘lat E.S., 2000, Pankova I.V., 2001; Robert S.V., Kuznetsov A.A., Kravtsova A.Yu., 2006; Krasilnikova V.A., 2006; Chicherina N.V., 2008); chet tillarini o‘qitishda yangi axborot texnologiyalari integratsiyasi (Polat E.S., 2000, 2001, 2004 Titova C.V., 2003, 2009; Sysoev P.V., 2011, 2012; Sysoev P.V., Evstigneev M.00,12.N., Evstigneev M.20,12.N 2012; Raitskaya L.K., 2007; Apalkov V.G., 2008; Koshelyaeva E.D., 2011; Markova Yu.Yu., 2011; Paveleva T.Yu., 2010; Solomatina A.G., 2011; Filatova A.G., 2011; Filatova A.T., Chekova A.2.0.; 2012; Beiz J. Thome S., 2006; Kamming J., Sayers, 1995; Fischer G., 1998; Warschauer M., 1997; Warschauer M., Kern E., 2000).

O'zbekiston olimlari tomonidan chet til o'qitish muammolari tadqiq qilingan (I. V. Raxmanov, I. A. Zimnyaya, J. J. Jalolov, J. B. Bo'ronov, O'. Q. Yusupov, A. E. Mamatov, M. J. Jusupov, M. E. Umarxo'jaev, T. Q. Sattorov, V. I. Andriyanova, M. X. To'xtaxo'jaeva, M. S. Dadaxo'jaeva, S. S. Saydaliev va b.). Ingliz tili o'qitishning dolzarb muammolari so'nggi yillarda xalqaro, mintaqaviy va respublika miqyosida o'tkazilgan qator ilmiy-amaliy anjumanlarda ham muhokama qilib kelinmoqda. O'zbek auditoriyasida chet til o'qitish sohasida ham tadqiqotlar olib borildi (A. I. Axmedxodjaeva, A. M. Mamadaliev, V. B. Lapshin, A. M. Yuzlikayeva, M. Choriev, Q. Q. Qiyasova, H. T. Mustafaeva, N. D. Shirinova va b.).

Har qanday fan o'qituvchilarini o'qitish metodikasi bo'lgani kabi chet tili ўқитувчиларини ҳам билиши зарур бўлган ўқитиш методикасининг тамойиллари бор. Чет тили ўқитиш методикаси тамойилларини аксарият тадқиқотчи олимлар таълим тарбия қонунларини аниқловчи усуллар воситаси деб ҳисобласалар, баъзи тадқиқотчи олимлар эса тамойил метод заминиде ётувчи бошланғич асосий дастлабки қоида, деб биладилар.

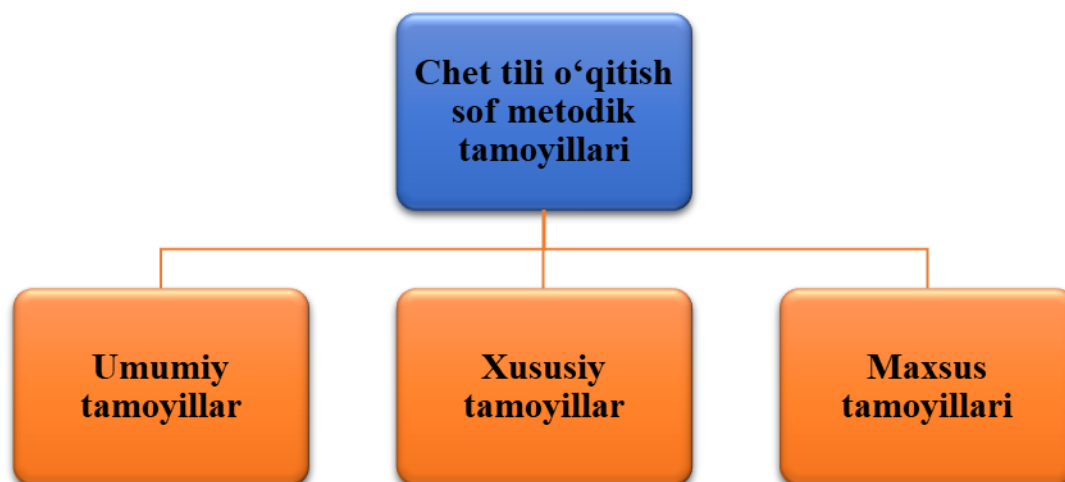


1-rasm. Chet tili o'qitishda turli tamoyillar¹³

Chet tillar o'qitish metodikasi bu tamoyillarni o'quvchilarning individual xususiyatlarini hisobga olib, moslashtirib ishlatadi. Chet tili o'qitishda verbalizasiya va korrelyasiya deb ataluvchi psixologik

¹³ Ў. Ҳошимов, И. Ёқубов. Инглиз тили ўқитиш методикаси. Ўқув қўлланма. «Шарқ» нашриёт, Тошкент - 2003

tamoyillardan ham foydalaniladi. Verbalizasiya tamoyili tilni og‘zaki nutq shaklida o‘rgatishni, korrelyasiya tamoyili esa eng zaruriy o‘rganilayotgan til materiallarini belgilangan mavzular asosida o‘rgatishni ko‘zda tutadi.



2-rasm. Chet tili o‘qitish sof metodik tamoyillari¹⁴

2-rasmda aks ettirilgan metodik tamoyillar o‘z ichiga quyidagilarni oladi:

- Umumiy tamoyillari: chet tilini o‘qitishning kommunikativlik yo‘nalishda bo‘lish tamoyili, ona tili xususiyatini hisobga olish tamoyili, chet tili o‘rganishning hamma bosqichlarida mashq o‘tkazish tamoyili kiradi.

- Xususiy tamoyillari: chet tilini nutq namunalari va modellarida o‘rgatish, nutq amaliyotini til amaliyoti bilan birga olib borish, barcha nutq faoliyati turlarini birga o‘qitish, chet tili o‘rgatishda og‘zaki ilgarilash, chet tili o‘quv faoliyatining aproksimasiya qilish, boshlang‘ich bosqichda chet tilini tezlashtirish orqali o‘qitish tamoyillari kiradi.

- Maxsus tamoyillarga asosan leksikani, grammatikani, fonetikani, nutq faoliyatlarini o‘zlashtirishga qaratiladi.

Umumiy metodikada hamma chet tillariga taa’lluqli bo‘lgan ta’lim prinsiplari muhokama qilinadi. I.V.Raxmonov, V.S.Syetlin tahriri ostida nashr qilingan va o‘zbek tiliga ag‘darilgan “O‘rta maktabda chet tillar o‘qitishning umumiy metodikasi” va R.A. Zaripovanning “Chet tillar o‘qitish metodikasidan qo‘llanma”, J. Jalolovning “Chet tili o‘qitish metodikalarini” umumiy metodika deb xisoblash mumkin. Xususiy

¹⁴ Ў. Хошимов, И. Ёкубов. Инглиз тили ўқитиш методикаси. Ўқув қўллама. «Шарқ» нашриёт, Тошкент - 2003

metodika bitta chet tilini o'qitish masalasi bilan shug'ullanadi. Bunga G.V.Rogovaning (Methods of teaching English), O'.X. Hoshimov, I.Ya. Yoqubovlarning "Ingliz tili o'qitish metodikasi", S.F.Shatilovning "Методика обучения немецкому языку в средней школе" qo'llanmalari misol bo'la oladi. [10]

I. V.Raxmanovning fikricha chet tilini o'qitishning 3 metodi bor:

1. Namoyish qilish (demonstrasiya) metodi. Namoyish qilish metodi orqali o'qishni, yozishni, gapirishni namoyish qilib o'rgatiladi.

2. Tushuntirish metodi. Tushuntirish metodi orqali til materiallari tushuntiriladi.

3. Mashq ishlatish metodi. Mashq ishlatish metodi yetakchi bo'lib, unda o'qitish maqsadi, materiali, o'quvchilar, talabalar tarkibi, yoshi hisobga olinadi.

I. II. Bim metodlarni o'quvchi, talaba va o'qituvchining metodlariga bo'ladi: O'qituvchi metodlariga: 1) ko'rsatish, 2) tushuntirish, 3) mashq bajartirish, 4) qo'llay olish metodlari kiradi. O'quvchi, talaba metodlariga esa: 1) tanishish, 2) fikr yuritish, bahslashish, o'ylash, 3) sun'iy nutq vaziyatida mashq bajarish, 4) turli xil nutq faoliyatlarini tabiiy nutq vaziyatlarida qo'llash kiradi. Hozir maktablarimizda chet tili o'qitishda ongli - taqqoslash, ongli - kommunikativ metodlari qo'llanilmoqda.

Hozirgi paytda ingliz tilini uzluksiz o'rgatish hisobga olinib, turli tipdagi o'quv yurtlarida ingliz tili o'rgatish masalasi va ular uchun dastur, darslik, qo'llanmalar ishlab chiqish, ularning metodikasi bilan shug'ullanish masalasi dolzarb bo'lib turibdi. Bu masalada ishlar qilingan, qilinyapti, kelajakda ko'p ishlar kilinishi zarur. Xozirgi paytda respublikamizda turli tipdagi tarbiya o'quv muassasalari bor. Ular quyidagilar¹⁵:

- maktabgacha ta'lim va tarbiya;
- umumiy o'rta va o'rta maxsus ta'lim;
- professional ta'lim;
- oliy ta'lim;
- oliy ta'limdan keyingi ta'lim;
- kadrlarni qayta tayyorlash va ularning malakasini oshirish;
- maktabdan tashqari ta'lim.

¹⁵ O'zbekiston Respublikasining 2020 yil 23 sentyabrdagi "Ta'lim to'g'risida"gi O'RQ-637-son Qonuni.
<https://lex.uz/docs/5013007>

Yuqorida ko'rsatilgan o'quv yurtlarida chet tillardan biri - ingliz tili o'rgatiladi, lekin ularda ingliz tili o'rgatish xususiyatlari, maqsad, vazifalari, metod, usullari turlichadir. [20]

Ingliz tilini o'qitish konsepsiyasi kommunikativ kompetensiyani shakllantirish tamoyillariga asoslanadi, ya'ni. ona tilida so'zlashuvchilar bilan chet tilida shaxslararo va madaniyatlararo muloqotni amalga oshirish qobiliyati va tayyorligi.

O'qitish konsepsiyasi ingliz tilini o'qitishda talabaga yo'naltirilgan, kommunikativ-kognitiv, ijtimoiy-madaniy va faol yondashuvni amalga oshirishga qaratilgan. [23]

Talabaga yo'naltirilgan yondashuv chet tilining kommunikativ kompetensiyasining ijtimoiy-madaniy tarkibiy qismiga alohida e'tibor berishni nazarda tutadi. Bu ta'limning madaniy yo'nalishini, talabalarni mamlakat madaniyati bilan tanishtirishni, o'z mamlakati madaniyatini yaxshiroq tushunishni, uni chet tili orqali taqdim etish qobiliyatini va talabalarni muloqotga jalb qilishni ta'minlaydi.

Ingliz tili talabalarning lingvistik dunyoqarashini kengaytiradi, muloqot madaniyatini shakllantirishga yordam beradi va talabalarning umumiy nutqini rivojlantirishga yordam beradi. Bu ularning filologik ta'lim asoslarini shakllantirishga hissa qo'shadigan barcha til fanlarining o'zaro ta'sirini ko'rsatadi. [25]

Chet tili o'qitishning usullari, yo'llari ham bor. Bu yo'l qisqa metodik harakat bo'lib, aniq topshirik, vazifani hal qilishga qaratilgandir. O'quvchi va o'qituvchining faoliyati ketma-ket aniq maqsad bilan yo'nalgan yo'llar turkumidan iboratdir. Agar metod bilan yo'lni taqqoslasak, metod asosiy faoliyat bilan, ya'ni tanishtirish, mashq qilish, qo'llash, yo'l esa ish yoki harakat bilan yangi so'zni tarjimasiz ma'nosini ochish, gapni grammatik qoida asosida tuzish bilan bog'liqdir. Yo'llar turkumining yig'indisi usulni tashkil qiladi. Masalan, so'zlarning ma'nosini ochishni ikkita usuli bor, tarjimali va tarjimasiz usullar. Ular o'z o'rnida ma'nosini ochish yo'llariga bo'linib ketadi, masalan, so'zning ma'nosini rayem orqali, predmet orqali ochish yo'llari. Chet tilini o'qitishda tamoyillar, metodlar, yo'llar, usullar juda zarurdir. Ulardan to'g'ri, unumli foydalanish kerak. Bu esa o'qituvchiga bog'liqdir.

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СОЦИОКУЛЬТУРНЫЕ И КРАЕВЕДЧЕСКИЕ ЗНАНИЯ ЭТО КЛЮЧ К ОБЩЕНИЮ

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Annotasiya: Maqolada chet tilini o'rganayotgan talabalar o'rtasida konstruktiv muloqotni o'rnatishda o'zaro tushunishga erishish datalab qilinadigan natijaga erishish uchun madaniyatlararo muloqotda ijtimoiy-madaniy bilimlarni qo'llash imkoniyatlari muhokama qilinadi.

Kalitso'zlar: chet tillarini o'rgatish, madaniyatlararo muloqot, madaniyatlararo ko'nikmalarni rivojlantirish, ijtimoiy-madaniy va o'lkashunoslik bilimlari, o'qituvchilar tajribasi.

Аннотация: В статье рассматриваются возможности применения социокультурных знаний в межкультурной коммуникации для получения требуемого результата в достижении взаимопонимания в построении конструктивного диалога между студентами, изучающими иностранный язык.

Ключевые слова: обучение иностранному языку, межкультурное общение, развитие межкультурных навыков, социокультурные и краеведческие знания, опыт преподавателей.

Annotation: The article discusses the possibilities of applying sociocultural knowledge in intercultural communication to obtain the required result in achieving mutual understanding in making up a constructive dialogue between students studying a foreign language.

Key words: teaching a foreign language, intercultural communication, development of intercultural skills, sociocultural and local history knowledge, teachers' experience.

В мире особое внимание уделяется расширению образовательных программ в международной сфере. До сегодняшнего дня большое внимание уделялось изучению иностранных языков, а на сегодняшний день преподавание предметов на иностранных языках (особенно на английском), развитие межкультурного отношения и межкультурного общения, умение использовать межкультурное общение с профессиональной точки зрения становится более потребным и важным. Английский как международный язык все чаще внедряется в высшее образование почти во всех уголках мира. И он как язык обучения используется во многих Вузах мира привлекая студентов из разных стран в одну аудиторию, что способствует развитию межкультурного понимания у студентов и формированию межкультурного общения между ними помимо возможности развить свои знания английского языка, а также совершенствовать свои профессиональные знания, которые имеют актуальное значение в подготовке студентов к будущей профессиональной деятельности.

В настоящее время, в период, когда в нашей независимой стране стремительно развивается внимание к образованию и развитию науки, в рамках научно-исследовательской и инновационной деятельности создаются эффективные механизмы внедрения в практику научных и инновационных достижений. На сегодняшний день всё больше иностранных студентов учатся во многих высших учебных заведениях Узбекистана, а также узбекские студенты получают образование в зарубежных вузах. Этот процесс приводит к тому, что развитие межкультурных навыков, знаний и опыта на профессиональном уровне в системе современного высшего образования должно помочь студентам филологических и нефилологических направлений узнать о многообразии культур.

С расширением международных контактов, развитием общества и образования возрастает потребность в общении между студентами. В то же время наблюдения и опыт преподавателей показывают, что обучающиеся, имеющие определенный словарный запас и навыки использования знаний грамматики на практике при преодолении языкового барьера, не всегда понимают друг друга. Собеседники используют речь с необходимыми фразами для обмена

информацией, но взаимопонимание не удаётся. Главной причиной такого результата является низкий уровень сформированности социокультурной компетенции. В межкультурной коммуникации особое значение имеет использование социокультурных знаний, которые состоят из сведений о культуре, традициях, искусстве, литературе, о жизни и творчестве знаменитых и выдающихся людей жизни народов проживающих как в странах носителей языка, так и на территории родного края. Потому что коммуникация тесно связано с социокультурными и краеведческими знаниями. Умелый обмен такими знаниями способствует появлению интереса к изучению иностранного языка. Следует отметить, что вести беседу на тему, которая описывает культуру и жизнь того или иного народа намного упрощает процесс диалога, облегчая собеседникам путь в установлении контактов и достижении взаимопонимания, так как вести разговор на социокультурную тему намного проще чем на какую-либо другую тему. Этот процесс характеризуется наличием сведения о культуре, традиции и обычаях, архитектуре, национальной кухне и одежде, национальном языке, национальных ценностях, о географическом положении страны и климате, системе образования, социальной жизни и этикете народа, а также наличием сведения о политической и экономической системах страны и т. д.[12]

Развитие социокультурной компетенции требуют использования целого ряда методов обучения. Примерами могут служить методы критического мышления, совместное обучение, игровые методы, а также методы развивающего обучения. Они повышают интерес к легкодоступному общению на иностранном языке и расширяют его основное содержание. Эти методы также помогают учащимся развить критическое мышление и навыки поиска информации. Таким образом, использование выше указанных методов обучения иностранным языкам способствуют быстрому усвоению материала и более простому и эффективному приему коммуникации между студентами, которые чувствуют себя вовлеченными, ответственными за правильность ведения беседы и рассчитывать на успешное взаимопонимание. И в таком случае использование межкультурных знаний на занятии по иностранному языку на самом деле становится эффективным приемом. [19]

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**WAYS OF IMPROVING BASIC ENGLISH LANGUAGE
SKILLS IN PRIMARY EDUCATION**

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Anotatsiya: Ush bu maqolada biz yosh ingliz tilini o'rganuvchilar uchun asosiy: tinglash, o'qish, gapirish va yozish ko'nikmalarini yaxshilash bo'yicha ba'zi g'oyalar va takliflarni olishni maqsad qilganmiz va biz sizning farzandingizning ingliz tilini rivojlantirishga yordam berishning ba'zi usullarini muhokamaqidik. Tilni o'rganganimizda, to'liq muloqot qilish uchun bizga kerak bo'lgan to'rtta ko'nik mamavjud. O'z ona tilimizni yoki boshqa tilimizni o'rganganimizda, biz odatda tinglashni, keyin gapirishni, o'qishni va oxirida yozishni o'rganamiz. Ular to'rtta "tilning asosiy ko'nikmalari" deb ataladi: tinglash, o'qish, gapirish va yozish.

Kalitso'zlar: til, asosiy ko'nikmalar, tinglash, o'qish, yozish, gapirish, muloqot qilish.

Abstract: In this article we aim to get some ideas, suggestions to improve basic: listening, reading, speaking and writing skills for young English learners and we have discussed some ways to help you to develop the English skills of your child. When we learn a language, there are four skills that we need for complete communication. When we learn our native or other language, first of all we usually learn to listen, then to speak, next to read, and finally to write. These are called the four "language basic skills": Listening, Reading, speaking and writing.

Keywords: language, basic skills, listening, reading, writing, speaking, communicating.

Аннотация: В этой статье мы стремимся получить некоторые идеи и предложения по улучшению базовых навыков: аудирования, чтения, разговорной речи и письма для молодых людей, изучающих английский язык, и мы обсудили некоторые способы, которые

помогут вам развить навык и английского языка у вашего ребенка. Когда мы изучаем язык, для полного общения необходимы четыре навыка. Когда мы изучаем родной или другой язык, мы обычно сначала учимся слушать, затем говорить, затем читать и, наконец, писать. Они и называются четырьмя «базовыми языковыми навыками»: аудирование, чтение, говорение и письмо.

Ключевые слова: язык, базовые навыки, аудирование, чтение, письмо, говорение, общение.

Introduction: Every parent aims their child to speak in two or three other languages. Being a common language and the most global medium to communicate, it feels important to develop English-speaking skills in primary education. Although the technology has made to learn English easy as there are enough videos, films available on the web to develop our language skills, this is necessary to spend much time with your child to teach basic language skills to your child. These years are crucial to learning a new language other than the native language, as the chances of getting excellence in the language are great. When children start speaking in English from their early ages, they tend to develop excellent communicating skills to be more useful as they grow up.

First of all, we can teach you some ways in which you can improve your child's English speaking skill so fast. Learning how to speak in other languages such as English is not difficult, but the only clue to effectively learning the gifts is to practice daily. Daily practice can do wonders for your kid's communicating skills.

There are some ways to enhance childrens' english communicating skills.

1. **Begin Lessons With Songs.** Every children, both native and not, know some songs, one classic Jingle Bells. When we turn on ABC song they try to repeat and know what letter comes after R. Although the middle part requires a bit more brainstorming, the music gives English learners a comfortable reference point for all their alphabetical orders. Turning vocabulary, grammar, and dialogues into catchy tunes is a brilliant method for teaching English to youngsters. If you're looking for common material, try to turn on YouTube in order to see if there's already a suitable song out there. On the other hand, you can hone your

lovely Mozart to compose a musical masterpiece using the background music of another easy song, such as Twinkle Twinkle Little Star.

2. How Do We Enhance Our Child's Reading Habit? One of the best things that you can do is to inculcate a reading habit. Absolutely you can improve kid's reading by purchasing interesting books in their lovely topic. It can be about their favorite cartoon character, or a simple motivational storybook, with great stories and life lessons. If your children likes watching fantastic movies or cartoons you can buy some fictional story books . Then, sit with your kid and choose your free time, make some chips and drinks and, make a place for reading comfortably.

3. Reading or telling some kinds of fairy tales can be helpful for developing language skills. With every other page, colored with different colours, simple language or simple plot, and repetitive words will be so easy to read and build their language skills for fun.

4. Learning New Vocabulary Easy. It is an excellent way to enhance listening skills and comprehension audio stories, making your kids read for fun, and even asking them to read aloud to you. In that way your children can speak without any difficulty.

5. Choose What To Watch. We all choose a seat and enjoy watching TV shows, programs and movies. They play a important role in entertaining us. Whenever we want to chill out at the weekends, we always turn to TV and movies. As we spend a much amount of time for watching TV shows, they may be a great way to develop basic language skills. Watching English programmes that children can help them to learn new words and build their vocabulary. In addition, the simple English sentences in these shows and programs can enhance the kid's English speaking skill.

6. Let Your Child Watch Cartoons In English or Other Language. Living in our technological era, the DTH, and HD TV provides the options to find language for programs you want to watch. Because of kids love to watch cartoons, you can prefer to watch them in other foreign language such as English. There are opportunities that the kids might not get comfortable with it initially, but they will find it fun with time. They will end up developing communication skills by learning simple English sentences and repeat them.

7. Support And Encourage Your Child To Speak In English When At Home. Children spend most of their time at home with their family,

and hence a lot of conversation happens with them. With so much time in hand, you can begin instructing them in English. This will motivate them to reply in the same language. The simple English sentences and necessary speaking skills at home will help them get the confidence to speak the language in public.

8. Motivate Them At Every Step In Learning English. When you start talking in English, there are chances that your kid will try his best to respond in simple English sentences. Additionally, the child will have some mistakes and repeat them frequently. It is your responsibility to correct their mistakes without making them feel upset. Encourage them to try harder and speak again. Make this as a habit, and you will see necessary developments in the days to come.

9. Keep A Diary In English For Kids. Some of children adore with jot down things . They have their own separate diaries to write things down about their daily life or their friends. If your child is among those, ask him to write his thoughts in English. This way will be useful to improve the child's English communication skills along with their writing skills. And with time, they will build the habit of it, making fewer mistakes and more sense. [14]

10. Listen To English Songs To Develop Listening Skills. Everyone knows, music is a great mood healer. It has a significant effect on everybody, and improve, people prefer to tune in to their favourite tracks to find peace of mind with fun. Exemplify, we asked you to choose to watch TV shows in English, you should prefer listening to English music. The songs have a repetitive pattern that is easy to memorize for children especially. Deferently, kids remember songs at a faster pace. Listening to these songs will help them learn the pronunciation of certain words and develop their vocabulary.

11. Communicate In English With Friends At School. When kids grow up, they spend much time talking to their friends. Whether in school, tuition classes, or over the phone, it will be beneficial for children to speak English with their friends. A significant pros of communicating in English with friends is that the kids feel extremely comfortable amongst their friends. There is no pressure of being judged on the mistakes, and that is why they can communicate fluently. In addition, the English speaking skills will develop, and your kid will communicate in the language fluently.

Conclusion: Many children are more motivated to learn English by elderlies if they like English-speaking music, films, cartoons, shows or books. Your kid might have a toy of a favourite English-speaking cartoon hero. Tell your child that this toy version only understands English not your native language. Have a conversation with the toy yourself to encourage your child to do the same in private. Then your children begin talking with their favourite toy in English. Many young children learn another language more easily when the learning is subtly gathered with creative activities. Think about what your child likes doing for fun and try doing these activities in English, such as talking with toys, singing and just role-playing. With the help of these kind of activities they are able to learn other languages fast without any challenges. [16]

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UDC 30 428

METHODOLOGICAL APPROACH AND LANGUAGE TEACHING PRINCIPLES

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Annotation: This article is dedicated methodological approach and language teaching principles. Particular attention is paid to the improvement of our class organization for helping our students to achieve a communicative competence.

Keywords: methodological approach, teaching principles, improvement, class organization, video materials

Annotatsiya: Ushbu maqola uslubiy yondashuv va til o'qitish tamoyillariga bag'ishlangan. Talabalarimizning kommunikativ

kompetentsiyaga erishishiga yordam berish uchun darslarni tashkil etishni takomillashtirishga alohida e'tibor qaratilmoqda.

Kalitso'zlar: uslubiy yondashuv, o'qitish tamoyillari, takomillashtirish, darsni tashkil etish, video materiallar

Аннотация: Данная статья посвящена методологическому подходу и принципам обучения языку. Особое внимание уделяется улучшению организации нашего класса, чтобы помочь нашим студентам достичь коммуникативной компетенции.

Ключевые слова: методический подход, принципы обучения, совершенствование, организация занятий, видео материалы.

For the reason that I am a novice teacher in the sphere of English language teaching I am in the process of developing my attitudes and beliefs in terms of assessment. Naturally, this foundation is built upon personal learning and observation, the ideas promoted by the specialists of the respective field of study, particularly with the influence of short-term and long term teacher development courses which are organized in innovative centre.

As for me assessment is certainly a disputable topic in teaching process and for us it is a mandatory task not an optional one. The process of assessment can be organized properly when teachers are rightfully concerned; however, they've become overly preoccupied with assessing student knowledge. Instead, we should be flipping the switch and refocus on what really matters: student learning. This can be done when we learn to use the types of assessment as a tool to help our students. Student learning and assessment go hand in hand when done naturally. When we assess learning, it becomes a natural part of the teaching and learning cycle. [2] This idea of assessing for learning allows teachers to use assessments as feedback and guidance for next steps. Where we've gone astray has been in a laser-like focus with assessment of learning. That's when we use assessments to tell us the sum total of knowledge on a topic. When used sparingly, these can give us a single measurement among a broad profile of what a child knows and can do. But it's when we put the emphasis on these kinds of assessments that we begin to unravel the true learning experience. So, what can we do to re-shift our assessment priorities? First, we need to understand what types of assessment are available of learning. These are tools that we can use to help us get a

better overall picture of student learning. There are three main types of assessment that can be used during the teaching and learning cycle:

- Diagnostic
- Formative
- Summative

During my lessons I use diagnostic assessment tool that helps me to measure the concepts I want to teach. I use diagnostic assessment at the beginning of my course. Diagnostic assessment can be sets of written questions, multiple choice, short questions that assess the students' current knowledge base or current views on a topic to be studied in the course. In my point of view, every teacher develops their own assessments or chooses the most suitable ones from those available.

More specifically, these tools focus on comprehensive understanding of the spoken word, and cover oral, language retell, comprehension retell and oral language conversation. For example, I use oral language conversation to assess the knowledge of the students about things I have taught. We may have a small conversation with the students where students are participants and I am an interlocutor. This assessment can be completed by an individual or a group and takes between 10 to 20 minutes to administer. In an individual conversation, other students participate as an audience or an observer of a discussion. Also, in listening classes I use audio tracks and texts to monitor students' progress in their listening skills. After playing the audio tracks I can check the exercises with the help of the students themselves, they work in pairs and one pair shares their work to another pair, and then they have to check the work of other students together. Next, we have a small discussion about the video segments to elicit how well the students understood the segments. Although simple and direct, these tools also reflect the importance of interacting with print in meaningful contexts. Meaningful interaction and discussion require an approach to literacy and fluency. Both these diagnostic tools are designed in response to the identified need for early intervention and diagnosis in both low and high achieving students. [2] Hence, the role of assessing should be essential to the practice of effective teaching of literacy and fluency. The tools which are used by me for the assessment are simple and direct and are very accurate and convenient for me to make judgments and make informed decisions

about evaluation process and my lesson plan. In this case, I use gathered information from the assessment with regards to my classes to improve the students' knowledge and address the problems they have. If they make mistakes on more advanced listening exercises, I try to teach them more sophisticated watching movies and listening tracks. [8] Or if they have challenge in fluency during the discussion, it means I should focus on building fluency of my students. In summary, diagnostic assessment tools help both teachers and students to improve their knowledge, to find out the areas to work on and to progress further afield. [11]

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INGLIZ VA O'ZBEK ERGONIMLARINING STRUKTURAVIY XUSUSIYATLARI

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Annotatsiya: Ushbu maqoladatilnominatsiyalarida ham turli tematik guruhlariga tegishli milliy-madaniy component mavjudligi va ergonimlarning nominative kengayish bosqichlari, ularning turlari haqida bayon qilingan. Atoqli otlar til universallari qatoriga kirishi, har bir etnik guruhning xalq evolyutsiyasi bilan bog'liq holda dinamik ravishda rivojlanayotgan o'ziga xos onimlari mavjudligi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: ergonimlar, toponimlar sinfi, affiksatsiya usuli, bir komponentli, ikki komponentli, ko'p komponentli, varvarizmlar.

Abstract: This article describes the presence of a national-cultural component belonging to different thematic groups in language nominations and the stages of nominative expansion of ergonims, their types. Information is given on the fact that famous nouns are among the language universals; each ethnic group has its own names that are dynamically developing in connection with the evolution of the people.

Key words: ergonims, class of toponyms, method of affixation, one-component, two-component, multi-component, barbarisms.

Аннотация: В данной статье описывается наличие национально-культурного компонента, относящегося к разным

тематическим группам, в языковых номинациях и этапы номинативной экспансии эргонимов, их виды. Приводится информация о том, что известные существительные относятся к языковым универсалиям, каждый этнос имеет свои имена, динамично развивающиеся в связи с эволюцией народа.

Ключевые слова: эргонимы, класс топонимов, способ аффиксации, однокомпонентные, двухкомпонентные, многокомпонентные, варваризмы.

Dunyoda hammanarsaning nomi bor. Inson (insoniyat) tabiat va jamiyat haqida biladigan hamma narsa, butun "dunyo tasviri" tilde aks etadi. Insoniyat jamiyatining rivojlanishi bilan til ham rivojlanadi, chunki u jamiyatdagi turli xil munosabatlarni (iqtisodiy, siyosiy, ijtimoiy, ishlabchiqarish) mustahkamlash, mustahkamlash, fan va madaniyat, ijtimoiy-siyosiy hayotning rivojlanishini aksettirish uchun mo'ljallangan. Biz yashayotgan dunyoni nomlar va unvonlar dunyosi deyish mumkin. Axir, deyarli har bir real ob'ektning o'z nomi bor. Ularning kelib chiqish tarixi, ma'no va ma'nosi, jamiyat tarixi bilan bog'liqligi, vaqt o'tishi bilan sodir bo'ladigan metamorfozlar tilshunoslarning diqqat markazida bo'lgan.

Shahar va daryolarimiz nomlari qanday paydo bo'lgan? Odamlarning ismlari, familiyalari va taxalluslari nimadan kelib chiqqan? Nega yulduzlar va sayyoralar zamonaviy inson uchun noodatiy va sirli nomlarga ega? Bu va boshqa ko'plab savollar ko'pincha oldimizda paydo bo'ladi. Ularga javob berishga onomastika fani yordam beradi¹⁶.

Tilshunoslarda ergonimning tuzilishi haqida bitta fikr yo'q, shuning uchun bu atama korxona nomini ko'rsatishi yoki unga IS bilan birga keladigan umumiy leksikani kiritishi mumkin:

"Barcha toponimlar singari, shahar nomlari "termin + onim" formulasi bo'yicha qurilgan: Lev Tolstoy ko'chasi, Entuziastov shossesi, Rogue restorani, Treasure Island kafesi, Yamakashi sushi bari, Vitaminka dorixonasi"¹⁷.

Bu strukturaviy xususiyat ergonimlar, toponimlar sinfiga mansub degan fikrga qo'shimcha dalil bo'lib xizmat qilishi mumkin.

¹⁶Голанова Е.И. Как возникают названия: кн. для ст. кл. - М.: Просвещение, 1989. - 142с.

¹⁷Шмелева Т. В. Ономастика: учеб. пособие / Т. В. Шмелева. – Славянскна-Кубани: Издательский центр филиала ФГБОУ ВПО «КубГУ», 2013. – С.105. (161 с.)

Apellyatsiyalarni tadbirkorlik ob'ektlarini to'liq nominatsiya qilish modeliga kiritish, hatto bunga e'tibor berilmagan bo'lsa ham, ushbu mavzuning birinchi maqolalaridan boshlab ko'rsatilgan. Shunday qilib, B.Z. Bukchina, G.A. Zolotova ismlarning paydo bo'lgan omonimiyasi ("Zarya" kafesi, "Zarya" kinoteatri, "Zarya" maishiy xizmat ko'rsatish kompaniyasi ... bu faqat Moskvada") va ma'lumotga ega bo'lmagan nomlarning ustunligi haqida yozgan ("Безопаска", "Дружба"), bu ularning orqasida qanday turdagi korxona yashiringanligini ko'rsatmaydi¹⁸.

L.A. Kapanadze va E.V. Krasilnikova nominativ modelning strukturasini quyidagicha aniqladilar: {nomenklatura nomenklaturasi + to'g'ri ergonim}¹⁹. Bu onomatologlar tomonidan keng tan olingan, garchi ular uning elementlarini boshqacha chaqirsalar ham, ayniqsa umumiy ot komponenti: *hamroh so'z*²⁰, *umumiy*²¹ / *nomenklatura*²² / *ergonik atama*²³, *determinator*²⁴, *modalizator*²⁵, *tasniflovchi termin*, *tur atamasi*²⁶ va boshqalar.

Ergonimlarning strukturaviy xususiyatlariga to'xtaladigan bo'lsak, ingliz va o'zbek tillaridagi ergonimlarga oid to'plangan materiallarni tahlil qilib, biz elementlar soniga ko'ra barcha ergonimlarni uch guruhga bo'lish mumkin degan xulosaga keldik:

¹⁸Букчина Б. З. Слово на вывеске / Б. З. Букчина, Г. А. Золотова // Русская речь. – М., 1968. – № 3. – С.53. (С. 49–56.)

¹⁹Капанадзе Л. А. Лексика города (к постановке проблемы) / Л.А. Капанадзе, Е.В. Красильникова // Способы номинации в современном русском языке. – Москва: Наука, 1982. – С.283. (С.282–295.)

²⁰Новожилова Т.А. Номинация современных коммерческих предприятий (на материале русского, английского и немецкого языков): автореф. дис. ... канд. филол. наук / Т. А. Новожилова. – Ростов-на-Дону, 2005. – С.7. (16 с.)

²¹Крюкова И. В. Рекламное имя: от изобретения до прецедентности : дис.... д-ра. филол. наук / И. В. Крюкова. – Волгоград, 2004. – С. 52. (288 с.)

²² Стародубцева В. В. Номинация внутригородских предприятий и учреждений в современном русском языке (на материале ойкодомонимов г. Ульяновска): автореф. дис. ... канд. филол. наук / В. В. Стародубцева. – М., 2003. – С.6. (24 с.)

²³Романова Т. П. Эволюционные процессы в области современной российской эргонимической терминологии / Т. П. Романова // Вопросы ономастики. – Екатеринбург, 2006. – №3. – С.76. (С. 76–83.); Разумов Р. В. Проект словаря русской ономастической терминологии «Городское онимическое пространство» / Р. В. Разумов // Человек и мир в контексте современной лексикографии : межвуз. сб. науч. ст. – Тверь, 2016а. – С.67. (С. 65–69.).

²⁴Юстова П. С. Особенности чешских названий предприятий общественного питания (на примере эргоурбонимов г. Трутнова Чешской Республики) / П. С. Юстова // Язык, сознание, коммуникация: Сб. науч. ст., посвященный памяти заслуженного профессора МГУ Александры Григорьевны Широковой. – М.: МАКС Пресс, 2009. – Вып. 38. – С. 163. (С. 161–172.)

²⁵Козеренко П. С. Структура названий объектов внутригородской топонимики (на примере названий предприятий общественного питания в Польше и России) / П. С. Козеренко // Вестник Волгоградского государственного университета. Сер. Языкознание. – Волгоград, 2007. – № 6. – С.86. (С. 85–94.)

²⁶Крючкова М. Я. Многокомпонентные эргонимы в аспекте орфографии: проблема совершенствования нормы правописания: автореф. дис. ... канд. филол. наук / М. Я. Крючкова. – Волгоград, 2003. – 26 с.

1) **bir komponentli** - bir so'zdan tashkil topgan otlar: *Beauty, Incanto, Todes, Active, Titan, Voyage, Baxt, Xiva, Norin* va x.k.;

2) **ikki komponentli** – ikki elementdan tashkil topgan nomlar: *Sweet Harmony, Pierre Cardin, Style Time, Yashil Dunyo, Uchqahramon, Oqteravax*.k.;

3) **ko'p komponentli** – uch yoki undan ortiq komponentlardan tashkil topgan ergonimlar: *Moda per Bambini, ЛяВидеШато, United Colors of Benetton* vax.k.

Hozirgi ergonomik nomlaridagi leksik vositalar orasida qabul qiluvchitilning lug'atnio'zlashtirish darajasiga qarab bir nechta o'zlashma turlari ajratiladi²⁷:

1) to'liq o'zlashtirilgan kreditlar (*Бизнес-центр, Акванарк, Фитнес-центр, Интернеткафе*);

2) xoriyiyinklyuziyalar [вкрапления] (*Doolin House / Ирландский паб, Family flowers / Студия креативной флористики, Fasion / Модельная студия*);

3) varvarizmlar (*Хеппиголд, Сититрэвел, Смарт, ПраймХаус*).

Nominatsiyalarni yanada ifodal qilish uchun firma vakorxonalaregalari ergonim yaratishda o'zlashgan derivativ morfemalardan foydalanadilar.

Eng keng tarqalgan derivativ xoriyiy til vositalari orasida tadqiqotchilar quyida gilarni ajratib ko'rsatishadi:

1) asltilda unumlibo'lgan qo'shimchalar: **-land** / - **лэнд** / - **ла(я)ндия** (*НебоЛэнд, ВООКляндия*); **-berry** / - **бер(р)и** (*Букбери, Найсберри*); **-бург** (*Чайбург, Тойбург*); **-terra** / - **terra** (*Footterra, Компьютерра*);

2) **-off** / - **офф** familiya qo'shimchasi: nomlari turi *Potolkoff, Electroff, Капучинофф, Банникофф*;

3) **-ман** / - **мания** samarali o'zlashgan elementlar: *Кафеман, Эгомания, Книгомания*;

4) xalqaro derivativ prepozitive elementlar: **гипер-** (*Гипер-склад, ГиперГлобус*); **супер-** (*СуперНасос, СуперРед*); **мега-** (*Мега-Групп, Мега-Офис*); **ультра-** (*УльтраКомпьютеры, УльтраСервис*); **евро-** (*Еврокредит, Евромобель*); **интер-** (*ИнтерВояж», Интеркартон*).

²⁷Гусейнова Н.А. Современная российская эргонимия в аспекте иноязычных заимствований: дис ... кандидата филол. наук. – М., 2014. – 253 с.

Ergonimlarda ishlatiladigan chettilibirliklaridan tashqari, nominatorlarga o'pinchagrafik xorijiy til vositalariga (lotin yozuvi, shuningdek, xorijiy grafik belgilar) murojaat qilishadi. Ergonimlar faqat lotin harflaridan (*Creative* [англ. «творческий»], *Fleur* [фр. «цветок»], *Matrochka* [матрёшка], *Romashka* [ромашка]) va aralash grafiklardan (*ЦeZapъ*, *Двери&паркeт*, *O'мар*, *Интерьер-Design*) iborat bo'lishi mumkin.

Ergonimlarning turlicha usulda shakllantirilishi mumkin. Uniyuzaga keltirishning qator usullari mavjud bo'lib, misol sifatida quyidagilarni keltirishimiz mumkin:

- 1) affiksatsiya usuli —
ushbu usulda ergonimlar qo'shimchalari yordamida hosil qilinadi: “*Choyxonachi*” maskani va hokazo;
- 2) birlashtirish usuli —
bu usulda so'zlar birlashtirish usulida shakllantiriladi, xususan, *Cambridge school*, *Merit maktabi*, *Oxbridge education* va hokazo;
- 3) qisqartmalar yordamida, masalan, “*L&W*”, *KFS* va boshqalar;
- 4) sonlari yordamida: 48, 55 va 100, 7*7;
- 5) ma'nosini ma'lum tushunchalari yordamida ergonimlar hosil qilish: “*Yaposh*”, “*Merit*”, “*Yaskanamu*” va hokazo.
- 6) Sifat, fe'l yordamida ergonim hosil qilish —
bu holatda ergonim tarkibi daso'z sifat yoki fe'l ko'rinishiga ega bo'ladi: *Love you*, *Beautiful* va hokazo.

Shunday qilib, biz nomlarning eng keng tarqalgan va shuning uchun samarali roqvariantlarini bir komponentli va ikki komponentli xorijiy ergonimlar ekanligini ta'kidlaymiz. Bizning namunamizdagik o'pkomponentli nomlar soni ancha past. Faraz qilaylik, bu sonidagi xotirasi imkoniyatlar bilan izohlanadi, chunki chettilida ham eshitiladigan uzun ismlarni eslab qolish odati iste'molchi uchun qiyin.

So'zning tuzilishiga ko'ra, O.G. Shchitova [17] tasnifiga asoslanib, biz xorijiy ergonimlarni uchta kichik guruhga ajratdik²⁸:

1. Transliteratsiya qilinmagan xorijiy nomlar, butunlay chettilida. Masalan, *Active*, *Beer Gamer House*, *Broadway*, *Golden House*.

²⁸Щитова, О.Г. Неисконая лексика в русской разговорной речи Среднего Приобья XVII века: монография / О.Г. Щитова. — Томск: Изд-во ТГПУ, 2008. — 480 с.

2. Rusvachettillarielementlariniqo'shishnatijasidahosilbo'lganno mlarduragaylardir. Ta'sisqismlariningkelibchiqishidanqat'inazar, rusvaxorijiygrafikalarbirbirlikdabirlashtirilgangrafikgibridlar. Masalan, *Ruscnopm, Сmpoй City, ФomoArt, ЧайCoff, Пpустанькpасотыi-top*.

3. Translitratsiyavatranskripsiyo'libilantuzilgan, chettillaridaekvivalentigaegabo'lgannomlar, shuningdek, rustilibirliklaribo'lganergonimlarxorijiytilgrafikasidanfoydalanganholday aratilgan. Bundayergonimlargamisollar: *ОнКофе, Мерси, РивГош, Паpадус, Dostavka.ru, Stakan*. [17]

Taniqlinominativvafunksionalumumiylikkaegabo'lgannomlarningk o'pstrukturaviytoifasidaanchabarqarorvakamroqbarqarornomlarsinflariajr alibturadi. Ingliztilidaishbilarmonlikergonimlariningnisbatanbeqarorsinfi firma vakompaniyalarningnomlari, shuningdekularningbrendlaridir. Ushbusinfbirliklariningsemantiklabilligivafunksionalharakatchanligiergo nimlarningsoflingvistikxususiyatlaribilan ham, biznesaloqasiningpragmatiktomonibilan ham belgilanadi.

Ingliztililug'atiningmuhimumumiylingvistikxususiyati - butegishlinomlarvaumumiyotlarsinflario'rtasidaot'ibbo'lmaydiganchegara ningyo'qligi. Umumiyotlarosonginao'znomlarigaaylanadi, firma vakompaniyalarnomigakiradivaaksincha, [26] birhilob'ektlarniumumlashtirilganbelgilashuchunishlatilishimumkinvaayn ipaytdaumumiyotlargaaylanadi. Bu boradaingliztilidaeponimlarningpaydobo'lishtarixi (to'g'rinomlardanolinganumumiyotlar) dalolatberadi: *jacuzzivaxerox*. Ergonimlardanfoydalanishmisollarivaularningyaratilishtarixiningtavsifioc hiq Internet manbalaridanolingan²⁹.

TaniqlimaishiynomijacuzziAmerikakompaniyasivasavdobelgisiJacu zzinominingeponimidir, u birinchimartagidravlikavanasoslarbilanjihozlangan individual foydalanishuchungidromassajlivannalarishlabchiqarishniyo'lgazo'ygan. 1915 yildatashkiletilganjacuzzikompaniyasi (ruschadajakuzi deb to'g'ritalaffuzqilinadi) o'zishlabchiqargansamolyotbilanavariyagauchragungaqadarmuvaffaqiyatl isamolyotishlabchiqaruvchisibo'lib, kompaniyaasoschilariningetti aka-

²⁹ShontellAlyson. 15WordsYouHadNoIdeaUsedToBeBrandNames//BusinessInsider. / [Электронныйресурс]. — URL: <http://www.bbc.com/news/business/companies>. ;Governmentservices and information of the UK / [Электронныйресурс]. — URL: <https://www.gov.uk/company-registration-filing/starting-company>. Всесловарионлайн/ [Электронныйресурс]. — URL: <http://vseslovari.com.ua/marketing/page/pozitsionirovanie>.

ukalaridan biriva fotetgan. [28]

Ushbu voqeadan keyin oilaviy biznes qaytatash kiletildivajakuzi kompaniyasi gidravlik nasoslar, shujumladan vannalar uchun nasoslar ishlab chiqarishni boshladi.

Ingliz tilidagi matnlarda *Jacuzzi* kompaniyasi nomidan hosil bo'lgan otik itaimloda uchraydi: bosh harf bilan, to'g'ri nomi *Jacuzzi* va boshlang'ich kichik harf bilan *jacuzzi*, umumiyot va ikki komponentli nomning sinonim sifatida. “*whirlpool bathtub*” (issiq vanna). Adabiyotda ikkala variant ham ko'rsatilgan ishlab chiqaruvchi kompaniyaning tovarlariga nisbatan ham, boshqa ishlab chiqaruvchilarning o'xshash mahsulotlariga nisbatan ham qo'llanilishi mumkin, ya'ni *Jacuzzi* ergonimining semantika tuzilishidagi ma'lumotlarining o'zgarishlarini va uni referentsial korrelyatsiya sinik o'rsatadigan umumiyot sifatida.

Xullas, tilnomi natsiyalarida ham turli tematik guruhlarga tegishli milliy-madaniy komponent mavjud. O'zbek tilidagi ergonimlarida ko'paslik xalq an'analari va qadriyatlarining, diniy va dunyoviy qarashlari, obrazli tafakkurining yorqin ifodasi aks etadi. Ergonimlarda barcha madaniy kodlarning saqlanishi va mazmuni yidrokida xalqning geografik joylashuvi, iqlimi, tarixiy, diniy, madaniy ommalarda sir qilinadi. Ergonimlar ney minghamda onomastika sohalari ga tegishli birligi sifatida o'zig axosling vistik xususiyatlarga ega, bu masala esa alohida monografiya tadqiqotlari talab qilinadi.

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**THE CURRENT STATE OF TEACHING ENGLISH TO
TECHNICAL STUDENTS, METHODOLOGICAL APPROACHES**

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Abstract. The article discusses the problems that arise in teaching English to technical students, the current state of teaching English to students, and methodological approaches.

Абстрактный. В статье описаны проблемы, возникающие при обучении английскому языку студентов технических специальностей, современное состояние преподавания английского языка студентам данного направления, методические подходы.

Annotasiya. Maqolada texnika yo`nalishi talabalariga ingliz tilini o`qitishda yuzaga keladigan muammolar, shu yo`nalishi talabalariga

ingliz tili fanini o'qitishning joriy holati, metodologik yondashuvlar haqida fikr bildirilgan.

Key words: *educational, regulatory, ethical duties, development of individual abilities, problem approach*

Ключевые слова: *воспитательные, нормативные, этические обязанности, развитие индивидуальных способностей, проблемный подход.*

Kalit so'zlar: *ma'rifiy, tartibga soluvchi, etikaviy vazifalar, individual qobiliyatlarini rivojlantirish, muammoli yondashuv.*

Future specialist studying in an educational institution will learn foreign languages in addition to his mother tongue at a perfect level and serve to a certain extent to form their worldview at a high level. When young people learn a foreign language, they learn important rules, but there are no separate ways of forming thoughts and conveying this or that understanding. The assumptions of many scientists about these laws are widespread in Western countries, and it is considered very important in the current conditions. The essence of this hypothesis put forward by them is that language shapes thinking and it, in turn, gives rise to different languages and different ways of thinking.

We believe that teaching foreign languages in higher education today should be aimed at mastering all its main functions from the point of view of improving scientific and educational knowledge. In particular: educational (knowledge of the world, language, self-awareness), regulatory (interaction with people), value-oriented (expression of opinion, evaluation, expressed the development of views and beliefs emotional-evaluative), as well as ethical tasks (the ability to establish a verbal relationship with other people, the ability to maintain it).

Having a clear, fluent and expressive speech not only decorates a person, but also allows him to fully communicate with others, which serves to solve practical tasks. In foreign language lessons, students should be exposed to various speech samples, learn speech skills such as story, business dialogue, description, expressing one's opinion, logical reasoning, characterizing, explaining, proving.

Unfortunately, future professionals graduating from technical higher education institutions do not acquire enough interpersonal skills.

A famous scientist B.A. Laridus, criticizing the situation in the field of teaching foreign languages in educational institutions, said: "The need

for graduates of higher educational institutions to master the language they are studying in a way that approaches the level of non-philological education is incorrect. Instead of worrying about it, it is necessary to develop the educational material that embodies the basic requirements of this social order and based on practical education with reasonable and realistic practical tasks.... it is necessary to increase sharply, to strengthen the effectiveness of each lesson and the general methodological culture of teaching"³⁰.

It is necessary to significantly increase the contribution of practical training in the subject of English to the formation of the personality of students, that is, general outlook, thinking ability, ideological belief, and will³¹. As approximately 80 percent of school graduates do not know foreign languages, it is necessary to create sufficient conditions for them to learn a foreign language perfectly at the higher educational institution. In particular, it is necessary to organize language clubs and courses for independent learning. [13]

In our opinion, constructive ways of effectively restructuring the system of teaching foreign languages in higher education institutions can be implemented through the following directions:

- to train qualified specialists who know foreign languages at a high level in higher educational institutions and to strengthen the role of foreign languages in general secondary schools;

- large-scale technical re-equipment of classrooms specializing in learning foreign languages;

- helping the person to develop in all aspects during the study of foreign languages in harmony with other subjects studied in higher education³²

- paying attention to ensuring the integral connection of technical higher educational institutions with philological higher educational institutions;

³⁰ЛаридусБ.А. Интенсификация процесса обучения иной языковой речи // ИЯШ. – 1988. – № 3. – С. 7–8.

³¹Методика преподавания иностранных языков в высшей школе / ред. – М.: Изд-во МГУ, 1993. – 136 с.

³²КриловЭ.Г.

Интегративное билингвальное

обучение иностранному языку и инженерным дисциплинам в техническом вузе. Ижевск. 2018. 376 с.

<https://www.elibrary.ru/item.asp?id=38234166>

increasing the independence and responsibility of teams of educational institutions, etc.

Taking into account the need for higher educational institutions to train young personnel and pay attention to the following;

focusing on the development of individual abilities of students, choosing teaching methods and organizing the educational process;

strengthening the unity of efforts of vocational and higher education institutions in cooperation to educate young people in a spiritual and moral-aesthetic sense.

The study of scientific works related to editorial research, as well as the analysis of educational programs on the Shet language of technical higher educational institutions in recent years shows the status of the science of "Shet language" in our country. In connection with the change and with the appearance of hours of practical training in this subject, the importance of using the communicative method in these higher education institutions increased³³.

Relying on a problem-based approach and active methods is considered the priority of Shet language teaching in higher education, which involves high enough competence to form a specialist on a large scale. In connection with this, we mention the main description of these methods, approaches, methodical system.

The orientation of the method to creation in the educational environment reflects the closeness to the reality of the communication process, which includes topics, intentions, communication situations that represent the practical interests and needs of learners, learning during the lesson, and the communicative and motivational behavior of the student. It acts as a formality expressed by character. The following are the main ideas of communicative linguistics as the basis of this methodical system:

- communication, in particular, consideration of speech as a unit of education. In this case, the interconnected discourse in a higher level of unity creates relevant discursive learning;

³³Хомйакова

Н.Р.

Контекстная

модель формирования

иноязычной коммуникативной компетенции студентов неязыкового вуза: французский язык: диссертация ...
доктора педагогических наук: 13.00.02 Москва 2011. <http://dlib.rsl.ru>

- to consider the speech that organizes and regulates the behavior of learners, as a unit of choosing speech actions of the speaker and the listener;

- consideration of communicative competence consisting of knowledge about the language system, as well as formation of the ability to use these language units at a high level and correctly to achieve communication goals as a result of the educational process.

Currently, when talking about the use of the communicative method, it is necessary to emphasize once again that the Shet language is culturally oriented. A person's intercultural communication ability allows students not only a new way of speaking, but also "secondary socialization" of a person based on the national culture, the culture of the peoples who speak the language being studied, and the national-cultural characteristics of communication in the country where the language is being studied. It is the communicative and social development of learners that ensures their formation and their readiness for mutual communication within the framework of the dialogue between two cultures. [15]

In this methodical system, a special place is given to the problem, which is the leading way of active verbal mental activity of learners, which we will analyze below.

In our opinion, the most complete and profound definition was given by M.M. Makhmutov, who, summarizing the opinions of his colleagues, gives the following definition: "problematic education is the systematic research activity of students in their the type of developmental education integrated with the acquisition of ready-made conclusions in science is calculated, and the system of methods is structured taking into account the principle of goal setting and problem solving; the process of interaction between cooperative learning and teaching leads to the formation of cognitive independence of students, stable motivation and mental abilities in teaching, learning and scientific, including creative concepts and methods of activity, a system of deterministic problem situations will be punished". [16]

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ПСИХОЛОГИЧЕСКИЕ СОСТАВЛЯЮЩИЕ ТВОРЧЕСТВА, ЛИЧНОСТИ С ПОЗИЦИИ СИСТЕМНО- ФУНКЦИОНАЛЬНОГО ПОДХОДА

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Аннотация: В данной статье рассматривается одна из актуальных проблем активности как феномен играет ключевую роль в развитии природы, общества в целом и личности, в частности. Кроме того, принцип активности, как известно, является одним из основополагающих в отечественной психолого-педагогической науке. В историческом плане творческая активность личностей составляет основу общественного прогресса. Общественная ценность творческого развития каждого члена

общества, в этом контексте, является не только потребностью социума, но и условием его саморазвития.

Ключевые слова: Активность, основополагающих, развития, обуславливающих, творческих, взаимодействием, охарактеризована

Annotation: This article discusses one of the topical problems of activity as a phenomenon that plays a key role in the development of nature, society in general and the individual in particular. In addition, the principle of activity, as is known, is one of the fundamental principles in domestic psychological and pedagogical science. In historical terms, the creative activity of individuals is the basis of social progress. The social value of the creative development of each member of society, in this context, is not only the need of society, but also a condition for its self-development.

Key words: Activity, fundamental, development, conditioning, creative, interaction, characterized

Annotatsiya: Ushbu maqolada faoliyatning dolzarb muammolaridan biri tabiatning, umuman jamiyatning va xususan, shaxsning rivojlanishida asosiy rol o'ynaydigan hodisa sifatida muhokama qilinadi. Bundan tashqari, faoliyat printsipi, ma'lumki, mahalliy psixologiya-pedagogika fanida asosiy tamoyillardan biridir. Tarixiy nuqtai nazardan, shaxslarning ijodiy faoliyati ijtimoiy taraqqiyotning asosidir. Jamiyatning har bir a'zosining ijodiy rivojlanishining ijtimoiy ahamiyati, shu nuqtai nazardan, jamiyat ehtiyojigina emas, balki uning o'z-o'zini rivojlantirish sharti ekanligi ilmiy asoslangan.

Kalit so'zlar: Faoliyat, fundamental, rivojlanish, shartlash, ijodiy, o'zaro ta'sir, xarakterli.

Активность. Поведение обеспечивается активностью совокупности функциональных систем разного возраста в их взаимодействии (Безденежных, 2004). Активность как феномен играет ключевую роль в развитии природы, общества в целом и личности, в частности. Кроме того, принцип активности, как известно, является одним из основополагающих в отечественной психолого-педагогической науке. В историческом плане творческая активность личностей составляет основу общественного прогресса. Общественная ценность творческого развития каждого члена общества, в этом контексте, является не только потребностью

социума, но и условием его само- развития (Фомин, 2001). Категория активности является одной из базовых, общих в психологии. В психологических исследованиях проблема активности является ключевой, особенно в контексте исследования природы психики, психического развития, познавательных и творческих возможностей личности (Тучак, 1993). Согласно системно-функциональному подходу, континуум «активность» занимает одно из центральных положений, являясь своеобразным основанием (наряду с другими компонентами) для построения всей структуры личности (Крупнов, 1993). Общая психическая активность может быть охарактеризована как группа личностных качеств, обуславливающих внутреннюю потребность, тенденцию индивида к эффективному освоению внешней действительности, к самовыражению относительно внешнего мира, которая может реализовываться либо в умственном, либо в двигательном (в том числе и речедвигательном), либо в социальном (общение) плане (Небылицын, 1990, 2008). В ряде работ рассматривается особый вид активности, который имеет для нас (в контексте данного исследования) особое значение, – творческая активность, под которой подразумевается активность творческой личности, направленная на создание новых, оригинальных материальных и духовных ценностей; стремление и мера усилий, направляемых на создание качественно нового в ментальной картине мира (Бирюкова, 2005).

Специфика профиля обучения не только способствует формированию значимых компетенций будущего субъекта профессиональной деятельности, но и оказывает существенное влияние на развитие личности. Изучение активности в рамках психолого-педагогического сопровождения процесса образования является необходимой мерой, что позволит, в свою очередь, выявить условия повышения эффективности образовательного процесса, изучить то, насколько успешно протекает процесс адаптации к профессиональному обучению. Оценка степени адаптации позволяет перейти к проблеме психического (психофизиологического) здоровья и психологической гармоничности, которые в рамках нормы обеспечиваются и поддерживаются адекватной взаимосвязью и взаимодействием

личности, конституции и внешней среды (духовной, социальной, экономической) (Золотарев, 1999). Отправной точкой в исследовании степени адаптации студентов к условиям обучения должна стать диагностика основных компонентов структуры личности, в частности активности. К тому же, как отмечает ряд авторов, проблема обеспечения педагогических условий творческой реализации предполагает решение вопроса об источниках и закономерностях развития творческой активности в онтогенезе.

Направленность. Направленность, согласно многомерно функциональному подходу, является одним из «центров притяжения» в структуре личностных свойств. Направленность соединяет в систему доминирующие ценности и смыслы, мотивы и цели, которые в своем единстве выступают общим ориентиром жизнедеятельности человека (Atchley, Keeney, Burgees, 1999).

Б.Ф. Ломов рассматривал направленность как системообразующее свойство личности, определяющее ее психологический склад. Именно в этом свойстве выражаются цели, во имя которых действует личность, ее мотивы, ее субъективные отношения к различным сторонам деятельности, вся система ее характеристики. В глобальном плане направленность можно оценить как отношение того, что личность получает и берет от общества (имеются в виду и материальные, и духовные ценности), к тому, что она дает, вносит в его развитие (см.: Психология личности в трудах отечественных психологов, 2001). В психологии подчеркивается взаимосвязь понятий «направленность» и «мотивация». Мотивационная сфера личности человека, в которую включаются различного рода и вида мотивы, смыслы, ценности, представляет системное, целостное образование. В этой целостности главный стержень образует направленность личности (Шаров, 2000). Исследование творчества, творческой деятельности также затрагивает континуум направленности. Как отмечает ряд авторов, основным мотивационным механизмом творческой активности является творческая направленность личности. Она не только отвечает за активацию действия, но и влияет на расход энергии, формирует ориентацию субъекта на эффективное использование индивидуального потенциала и отвечает за регулирование

поведения согласно принятому намерению (выбору цели, иерархии ценностей).

Творческая направленность личности связана с творческими способностями. Вместе они «как бы ведут за собой личность», определяют ее дальнейшее развитие. Главными движущими силами творческой активности являются потребности (мотивы). [3] Дополняющие друг друга, взаимозависимые потребности (мотивы) выстраиваются в определенную систему, иерархию и определяют ведущую мотивацию, которая придает деятельности субъективный личностный смысл. Наиболее специфической и способствующей творческой активности является мотивация самопобуждающего характера, источник которой находится в самой творческой личности (Пуфаль-Струзик, 2003). В основе этой мотивации лежат три потребности: потребность в творчестве (как ведущая, доминирующая), познавательная и потребность в самоутверждении. Эта мотивация обеспечивает поддержку на пути к цели, она способствует ре-ализации ценностей, позволяет быть независимым от неблагоприятных внешних условий, а также получать удовлетворение от самого творческого процесса, а не только от его результатов. Кроме того, она поддерживает или увеличивает стремление к дальнейшему осуществлению творческих действий (Пуфаль-Струзик, 2003). Стремление к собственной значимости, которое, в свою очередь, можно трактовать как один из видов направленности, – главный фактор, определяющий источник творческой активности человека, его силу и особенности. Не последнее место в культивировании этого источника занимают социокультурные условия (семья, ближайшее окружение, школа, конкретный социум, престиж в профессии и т. д.) (Шаров, 2000). [18]

Целью данного исследования являлось изучение личностной сферы студентов, обучающихся по специальностям творческого профиля, и студентов, обучающихся по другим (не относящимся к творческим) специальностям. В свете представленных данных, а также согласно устоявшемуся мнению, что оптимальным в изучении индивидуальных различий людей является сочетание различных методов и подходов (Голубева, 1994), в рамках комплексной диагностики личностных свойств указанных групп испытуемых

нами было проведено изучение континуума направленности личности. [3]

Мотивация. Как справедливо отмечает ряд авторов, основное направление модернизации современной высшей школы связано с ростом ориентации на выявление и развитие личностных, интеллектуальных качеств студентов. В связи с этим актуальным становится разработка программы психолого-педагогического сопровождения (поддержки) личности обучающегося в процессе обучения. Содержание процесса психолого-педагогической поддержки учащихся должно быть направлено на решение задач стимулирования самоопределения личности, помощь в индивидуализации и саморазвитии, создании условий, оптимизирующих личностное и профессиональное развитие индивида (Гордиенко, 2007). В рамках программы психолого-педагогического сопровождения процесса обучения особого внимания заслуживает своевременное выявление генетических предрасположенностей, склонностей к определенной профессии, что может оказать существенную помощь в организации профессиональной, консультативной работы с учащимися. Важность оценки степени профессиональной ориентированности обучающихся продиктована тем, что на этапе подготовки (обучения) личность студента, обучающегося по выбранной специальности, претерпевает определенные изменения. В связи с этим уместно употребить понятие «профессиональная пригодность», степень сформированности которой может служить индикатором успешности обучения студента по выбранной специальности. Профессиональная пригодность – это совокупность психологических и психофизиологических особенностей человека, необходимых и достаточных для достижения им, при наличии специальных знаний, умений, навыков, общественно приемлемой эффективности труда (Рождественская, 2005). Безусловно, профессиональная пригодность может быть наиболее объективно оценена после окончания обучения, когда индивид приступает к профессиональной деятельности. [12]

Обучение в вузе является одним из важнейших этапов развития человека. Выбранный профиль обучения не только способствует формированию значимых компетенций будущего субъекта

профессиональной деятельности, но и оказывает существенное влияние на развитие личности. Специфика профиля обучения, безусловно, играет ключевую роль. Любая профессия имеет ряд особенностей, от понимания которых во многом зависит успешность обучения студента. В то же время, как показано в ряде исследований, мотивация играет немаловажную роль в этом процессе, а главные мотивационные средства развития творческой активности – престиж, мотивация профессионализма, новизна деятельности (Бирюкова, 2005). Все это свидетельствует о необходимости изучения мотивационных характеристик личности в рамках психолого-педагогического сопровождения процесса образования, с целью исследования условий повышения эффективности образовательного процесса, изучения того, насколько успешно протекает процесс адаптации к профессиональному обучению.

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MODERN APPROACHES TO DESIGNING LESSON PLAN

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Abstract: This article focuses on creating effective lesson plans and presenting their main principles in the Communicative language teaching method (CLT). Besides, some useful and updated teaching language techniques are suggested to organize successful lessons.

Keywords: *Communicative language teaching, learner-centered classroom, lesson plan, learning objectives, goals of the lesson, formative assessment, summative assessment*

Аннотация: Эта статья посвящена созданию эффективных планов уроков и представлению их основных принципов в методе обучения коммуникативному языку (CLT). Кроме того, предлагаются некоторые полезные и обновленные языковые методики для организации успешных уроков.

Ключевые слова: *обучение коммуникативному языку, лично-ориентированный класс, план урока, задачи обучения, цели урока, формирующее оценивание, суммативное оценивание.*

Annotatsiya Ushbu maqola samarali dars rejalarini yaratishga va ularning asosiy tamoyillarini Kommunikativ tilni o'qitish usulida (CLT) taqdim etishga qaratilgan. Bundan tashqari, muvaffaqiyatli darslarni tashkil qilish uchun ba'zi foydali va yangilangan til o'qitish usullari taklif etiladi.

Kalit so'zlar: *Kommunikativ til o'rgatish, o'quvchiga yo'naltirilgan sinf, dars rejasi, o'quv maqsadlari, dars maqsadlari, formativ baholash*

Introduction

The goal of learning any language is to be able to communicate with people using it. When students attempt to learn a new language, their primary goal is to communicate with others, particularly with native

speakers. To facilitate this process, communicative language teaching (CLT) has grown in popularity and is regarded as one of the most successful ways among instructors and professionals in this field. It covers innovative techniques for teaching foreign languages, particularly English. CLT organizes lessons through learner engagement and encourages them to speak in the target language as much as possible, resulting in learner-centered classrooms rather than teacher-centered ones.

Many researchers and scholars also have different ideas regarding the issue. In fact of that, Z.Mirbabayeva states (2021) The Communicative Language Teaching technique offers several benefits to instructors and learners who want to engage in successful language learning contexts. Some potential hurdles, however, may function as disadvantages in the teaching and learning environment. The section that follows lists some of the potential stumbling blocks. First and foremost, there is a dearth of linguistic skills. In reality, some teachers may be unable to address specific questions regarding the target language, sociolinguistics, or culture that occur during classroom interactions.

As we have seen, the CLT has many advantages and important features while teaching languages. Now, let's look through how lesson plans are designed if the teachers want to conduct lessons via this method.

The principles of designing lesson plans in CLT

What exactly is a lesson plan?

Lesson planning is the action that the instructor does before the actual lesson. A lesson plan is a thorough description of the instructional techniques and learning activities that will be carried out during the teaching/learning process.

Ambrose explains (2010) that a lesson plan is the instructor's road map for what students must learn and how it will be accomplished efficiently during class time. Then you may create relevant learning activities and ways for obtaining feedback on student learning. Having a thoroughly planned lesson plan for each 3-hour lesson gives you greater confidence in the classroom and increases your chances of having a meaningful learning experience with your students.

A great lesson plan targets and incorporates three critical components:

- Objectives of Learning
- Activities for learning
- Assessment to ensure student comprehension

A lesson plan, while not thorough, provides you with a basic summary of your teaching goals, learning objectives, and methods for achieving them. A fruitful lesson is one in which both students and the teacher learn from one other, rather than one in which everything goes perfectly as planned. You may find an example of a three-hour lesson plan [here](#)³⁴.

Before you can design your class, you must first establish the lesson's learning objectives. A learning objective specifies what the learner will know or be able to accomplish after the learning experience, as opposed to what the learner will be exposed to during teaching (i.e. topics). It is often written in a manner that students can understand and is clearly tied to the program's learning goals. The following qualities of clear learning objectives are shown in the table below:

STEPS FOR PREPARING A LESSON PLAN BEFORE CLASS

Some stages for creating your lesson plan before class are listed below.

1. **Characteristic Description:**

Tasks that are clearly specified-Free of jargon and sophisticated terminology; specify precise and attainable objectives (such as 'describe,' 'analyze,' or 'evaluate') rather than nonspecific ones (such as 'appreciate,' 'understand,' or 'explore').

Important learning objectives-Describe the vital (rather than inconsequential) learning that a student must obtain in the course.

Achievable- Can be completed within the time frame specified, provided appropriate resources are available.

Observable and quantifiable-Can be exhibited in a concrete form; may be assessed, and achievement and quality of achievement can be seen.

Just and equitable-All pupils, including those with impairments or restrictions, have an equal opportunity to succeed.

2. **Plan activities for a lesson**

³⁴Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M. (2010). How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey Bass

When developing learning activities, keep in mind the sorts of activities that students will need to participate in order to build the skills and information needed to demonstrate effective learning in the course. Learning activities should be closely tied to the course's learning objectives and give opportunities for students to engage in, practice, and get feedback on particular progress toward those objectives.

3. Make a plan to measure student comprehension.

Assessments (e.g., exams, papers, problem sets, performances) allow students to exhibit and practice the knowledge and abilities defined in the learning objectives, while also allowing instructors to provide specific feedback that can direct future learning. [9]

Assessment planning helps you to determine whether or not your pupils are learning. It entails making judgments on:

- the quantity and type of assessment assignments that will best enable students to show the lesson's learning goals

- Examples of various evaluations

- Formative and/or summative assessment

- The criteria and standards that will be utilized to determine evaluation decisions

- Student responsibilities in the assessment process are defined by rubrics.

- Self-assessment

- Peer evaluation

- The weighting of individual assessment tasks, as well as the mechanism through which individual task judgments will be integrated into a total course grade

Students must be given information on how various assignments will be weighted and merged into an overall mark. Delivering input to students on how to enhance their learning as well as giving feedback to instructors on how to improve their teaching.³⁵

Principles of Communicative Language Teaching lesson plans:

- Encourage learners to explore and put what they've learned to the proof.

³⁵Richardson, J.C., & Swan. K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks* 7(1), 68-88.

-Provide opportunities for students to improve their accuracy and fluency.

-Connect the various abilities, such as speaking, reading, and listening, because they typically occur together in the actual world.

A Communicative Approach is a natural approach to teaching English as a second language. As a result, communications are tied to some widespread usage of the language. You can create lesson plans that include communicative drills and pair work, followed by dialogues and writing projects. [18]

Wesche and Skehan defined CLT lesson plans (2002) as:

- Activities that demand regular contact among learners or with other interlocutors to share information and solve issues.

- Authentic (non-pedagogic) texts and communication activities linked to "real-world" contexts, frequently emphasizing links across written and spoken modes and channels.

- Learner-centered approaches that take into account learners' backgrounds, language needs, and goals, and generally allow learners some creativity and role in instructional decisions. [26]

Conclusion

To summarize, the communicative method in ESP training provides a lot of benefits to nonlinguistic university students. This is due to the advent of this strategy based on conventional teaching methods combined with the incorporation of current teaching technology. [20]

The interest of students is taken into account while developing methodological suggestions and exercises, implying that the goal of this technique is to stimulate students to study and acquire a foreign language. Using a multi-level approach and age groups aids in the development of a well-rounded personality with a broad viewpoint, a set of values, and the ability to think critically, evaluate, and analyze information acquired. [27]

As a result, the communicative style is focused on an individual approach, with the goal of providing each student with high-quality information.

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**THE MAIN PROBLEMS OF THE TRANSLATION OF
LEXICOLOGY USED IN THE FIELD OF INTERNATIONAL E
CONOMY AND POLITICS**

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Annotatsiya: Ushbu maqola siyosiy nutqlarning o'zbek va ingliz tillariga tarjimasini o'rganib, siyosiy nutq uslubidagi asosiy funksional elementlarning tarjima o'zgarishlari bilan bog'liq tillararo o'zgarishlarni o'rganishga qaratilgan. Uslubga asoslangan metodologiyani asosiy funksional elementlarini ajratib ko'rsatish uchun foydalaniladigan ritorik harakat tahlilini va oldingi bosqichda aniqlangan leksik-grammatik elementlarning tarjima siljishlarining funksional grammatik tahlilini o'z ichiga oladi. Uslubiy ta'sir nuqtai nazaridan, bu funksionalistik yondashuv asosiy funksional elementlar qanday tarjima qilinganiga e'tibor qaratish orqali tarjima janrining kommunikativ maqsadlari haqida tushuncha berishga harakat qiladi.

Kalit so'zlar: siyosiy nutq, siyosiy tarjima, tarjima siljishi, tarjima janri.

Аннотация: В данной статье исследуется перевод политических выступлений на узбекский и английский языки с целью изучения межъязыковых вариаций переводческих сдвигов ключевых функциональных элементов в жанре политических выступлений. Жанровая методика включает в себя анализ риторического хода, с помощью которого выделяются ключевые функциональные элементы жанра, и функционально-

грамматический анализ переводческих сдвигов выделенных на предыдущем этапе лексико-грамматических элементов. С точки зрения методологических последствий этот функционалистский подход пытается дать представление о коммуникативных целях жанра перевода, сосредоточив внимание на том, как переводятся ключевые функциональные элементы.

Ключевые слова: политическая речь, политический перевод, переводческий сдвиг, жанр перевода.

Annotation: This article investigates the translation of political speeches in Uzbek and English, with the aim to explore cross-linguistic variations regarding translation shifts of key functional elements in the genre of political speeches. The genre-based methodology includes a rhetorical move analysis, which is used to highlight key functional elements of the genre, and a functional grammar analysis of translation shifts of the lexico-grammatical elements identified in the previous stage. In terms of methodological implications, this functionalist approach attempts to providing insights into the communicative purposes of the translation genre by focusing on how key functional elements are translated.

Key words: political speech, economic speech, political translation, translation shift, translation genre.

INTRODUCTION

Since it is now interethnic in many linguistic contexts, English professes to be the universal language of politics. The primary language of all international political communications is English. The English language has a crucial and irreplaceable role in world politics. The vocabulary of the English language is evolving quickly and continuously, despite the English language's broad influence on the globalization process, which has affected practically the whole global community. Language research on socio-political vocabulary is quite interesting. The study of political vocabulary is currently receiving more attention as a result of the increased interest in the analysis of communication patterns and the research of political communication. Certain forms, procedures, ways of party appraisal, attitudes toward diverse phenomena, objects, people, and processes of socio-political life are formed in socio-political lexicon.

LITERATURE ANALYSIS

Catford pointed out that “translation is an activity of enormous importance in the modern world and it is a subject of interest not only to linguists, professional and amateur translators and language-teachers, but also to electric engineers and mathematicians”[3]. He defined translation as an “operation performed on languages: a process of substituting a text in one language for a text in another”[3]. Besides that, in the following, I take into consideration many linguists and scientists' conceptions which given in their research works and articles about political and economic translation, like Biber, Halliday, Romagnuolo, Schaffner and others.

RESEARCH METHODOLOGY

Political terminology is a defining characteristic of newspaper information style. It shares many of the same characteristics as technical and scientific language[6]. Political terms also differ from other terminological systems in the socio-political realm in that they are less precise and organized, and many of their definitions depend on the associated ideological tenets. One can frequently encounter unclear terminology, synonymous terms, truncated terms, and names in newspaper and other publications. If appropriate grammatical changes (changes in structure) are not made, political literature must be translated from one language into another.

ANALYSIS AND RESULTS

Due to the vast differences in linguistic structures, it becomes extremely important when translating certain terms to include or exclude others. Different grammatical and lexical principles, though grammatical ones play the primary role, define grammatical transformations. These grammatical alterations are frequently combined to give them lexical-grammatical characteristics.

*The **vigil** of the British Embassy, **supported** last week by many prominent people and still continuing, the marches last Saturday, the resolutions or organizations **have done something to show** that Blair doesn't speak for Britain[8].*

*O'tgan hafta ko'plab taniqli shaxslar tomonidan qo'llab-quvvatlangan Britaniya elchixonasi oldidagi **kechayu-kunduz bo'lgan namoyish** hali ham davom etmoqda. Bu namoyish va shanba kuni bo'lib o'tgan kampaniya, shuningdek, turli tashkilotlar tomonidan qabul*

qilingan rezolyutsiyalar Blerning butun ingliz xalqi nomidan gapirmasligini yaqqol ko'rsatib turibdi.

We changed the following things when translating this article. There were two distinct sections to the sentence. This is something we frequently do when translating brief newspaper pieces (news in brief) and the lead sentences of articles with an informative tone. Practically, we are compelled to do so because the initial lines of a paragraph typically contain the most important information. These sentences, which contain a variety of information, are not typical of Uzbek writing.

We had to use the word "*namoyish*" twice because of the sentence's division. The word *vigil* –hushyorlik acquired here quite another political meaning *kecha-yu kunduzgi namoyish*. Since *tungi uyg'onish* is one of the semantic components of the word *vigil* the term *kecha-yu kunduzgi namoyish* fully renders the sense of the given word. Besides, we have to mention that one of the words was translated like word expression *qo'llab quvvatlangan*. Additional words such *oldidagi (elchixona)*, *bo'lib o'tgan (shanba kungi kampaniya)*, *shuningdek*, and *turli qabul qilingan (tashkilot rezolutsiyalari)* have also been added. The term *last* in the line "*the last Saturday*" was left out to make the translation easier, but we can still understand it from the context. The adverb *yaqqol ko'rsatib turibdi* fulfilled the phrase *have done anything to show's* strengthening function. The Uzbek *nomidan gapirmoq* translates the English idiom "*to speak for*" Finally, I should mention that *butun ingliz xalqi* metonymically interpreted the word *Britain*

As a result, grammatical and lexical changes were used in the translation of this text. Because of the analytical nature of English, the relationship between words is primarily communicated by word order, or by syntactic means, with morphological means playing a supporting role [7]. When translating a work of political literature, the translator must utilize a variety of transformations because, while frequently present, syntactical alterations do not always comply to the same rules in Uzbek.

Here, we can draw attention to some common characteristics of the placement of syntactic elements in English, such as the combination of logically incompatible homogeneous sentence parts, the critical role of introductory sentences, the interruption of the sentence's logical flow, and particularly when expressing the noun and the attribute of the sentences. The manner that messages can be structured in a language is constrained

by its syntactic structure. In some languages than in others, the order in which functional elements like subject, predicator, and object may appear is more rigid.

The degree to which word order is used to indicate the relationship between clause items varies among languages. English has a more set word order than languages like German, Russian, Finnish, Arabic, and Eskimo. In languages like Chinese that have similarly rigid word orders to English, the meaning of a phrase frequently rests solely on the arrangement of its constituent parts: "The Fish Ate the Man and The Man Ate the Fish". [15]

The English language's structural elements demand that sentences be structurally complete. A word cannot be left out without being replaced by another. A word cannot be left out without being replaced by another. This criterion is determined by the language's stylistic propensity to avoid words and increase the emphasis of the phrase. Even though repetition occurs frequently in English, it is usually logically essential and artistically justified. If not, repetition is acknowledged as a superfluous part of the sentence or as one of the translation's stylistic flaws [10].

The requirement that sentences be syntactically full as well as other stylistic factors account for the prevalent use of structure-filling words in this context. The structure filling words include pronouns (one, ones, this, that, these, those) and verbs (to do, to be, to have, shall, should, will, would, can, could, might, may, must, ought, need, dare). It is clear that the words used to fill the framework have contextual meaning and no denotative significance. They need to be connected to verbs and conforming nouns, and only then do they become lexically complete. The verb-filling words are typically split into two categories: those that fully and those that partially complete the verb. The verb "do" in the Present Indefinite, which serves as a fully filled word, belongs to the first category. It can take the place of function verbs. [24]

All additional structure-filling words fall under the second category. They behave as if they were a component of the whole, precisely as the example of the compound verb form. We note the following distinctions between the grammatical categories and forms of English and Uzbek: The categories are absent from one of the contrasting languages, there is partial correspondence, and there is complete correspondence. Only two first cases necessitate grammatical modifications. We should point out

that Uzbek lacks concepts like the article, gerund, and absolute nominative forms when comparing it to English. [26]

Grammatical changes are also necessary to account for variations in meaning and usage of matching forms and structures. The partial nonconformity of the category of numbers, the partial nonconformity of passive constructions, the partial nonconformity of the form of the infinitive and the partial nonconformity of various additional variations can all be applied to this scenario in expressing the modality of the clause and soon. [28]

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**USE OF FOREIGN LANGUAGE AND EDUCATION IN
TEACHING THE SUBJECT OF ENSURING TRAFFIC SAFETY
IN CARGO TRAILS ON MOUNTAIN ROADS FROM THE
SCIENCE OF VEHICLE TRANSPORTATION AND TRAFFIC
SAFETY ORGANIZATION**

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Аннотация: Мақолада тоғли йўл шароитида автопоездларда юкларни ташишда ҳаракат хавфсизлигини таъминлаш тадбир-чоралари ва уларга амал қилиш талаблари ҳамда бу мавзунини ёритишда хорижий тил ва таълим тизимини роли ёритилган.

Калит сўзлар: автомобиль, автомобил йўллари, автопоезд, қиялик, баландлик, нишаблик, ҳаракат хавфсизлиги, тоҳли йўл, масофа, қоплама, қувиб ўтиш, тезлик,хорижий, таълим, технология

Аннотация: В статье описаны меры и требования по обеспечению безопасности движения при перевозке грузов автопоездами в горных дорожных условиях, а также роль иностранного языка и системы образования в освещении данной темы.

Ключевые слова: автомобиль, автомагистрали, поезд, уклон, высота, уклон, безопасность движения, платная дорога,

расстояние, покрытие, обгон, скорость, иностранный, образование, технология

Abstract: *The article describes the measures and requirements for ensuring traffic safety in the transportation of goods by road trains in mountainous road conditions, as well as the role of foreign language and education system in covering this topic.*

Keywords: *car, highways, train, slope, height, slope, traffic safety, toll road, distance, coverage, overtaking, speed, foreign, education, technology*

Safety of traffic is a multifactorial problem and demands the consideration not only as a whole in a complex, but also under each factor separately. One of such factors require to name constructive design features of each type of the vehicle and peculiar only for it during movement on roads, the phenomena influencing a safety level. With these points of view, the automobile train at any structure and the general configuration (saddle, trailing including iterative, combined) has absolutely special influence on safety of traffic.

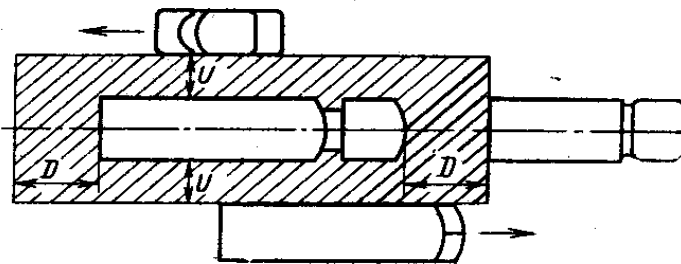
Though road accidents with the participation of lorry convoys average insignificant percent, weight of consequences on pass "Kamchik" on highways «Tashkent - Andizhan - Osh» (116-196 km.) it is more than average in the republic.

Meanwhile the lorry convoy is rather perspective kind of a rolling stock of motor transport, its relative density of roads of the republic is growing in transport streams from year to year. Automobile trains at the rectilinear movement especially at maneuvering (on turns) and often provoke road accident, sometimes directly not participating in them. Therefore, at a statement of a problem of safety of traffic of lorry convoys, it gives serious attention to the analysis of the character of the movement and the scientific substantiation is given to them.

The Lorry convoy is a complex driving technical system in the space of the environment of moving. The driver characterized by psychophysiological parameters, operates the movement of lorry convoys in the environment of moving. However, despite of distinctions of the functions of each part of system "B – A – C", their interaction pursues one purpose and the system as a whole solves one problem - to

deliver cargoes on the set route during set times, thus providing a high level of traffic safety.

Operating actions of the driver lead to a change of a mode of movement and should keep the lorry convoy operated in the free space - a safety zone which would separate it from motionless (ditches, protections, roadside constructions) and mobile (counter and passing transport, pedestrians, moving animal, etc.) objects of road and transport conditions.



Picture 1. Safety zone of an automobile train.

For vehicles, from the point of view of traffic safety the distance which basically is established on distance passed by a vehicle during the reaction of the driver is essential. However, the driver of the heavy lorry convoy who has the big brake way, should be extremely close and cautious in observance of a distance, especially in adverse mountain road conditions (wet asphalt, a snow ice crust, etc.).

The interval essentially depends on speeds of movement of the lorry convoy concerning motionless or moving object. The sizes of a safety zone are characterized by a distance D between consistently moving cars and an interval on both parts of the lorry convoy U . (look at the pic.1)

Mountain roads can essentially complicate management of the lorry convoy. All depends from its tracing and its correctly appointed elements: sizes of a bias, radiuses of the curves, characteristics of transitive curves, width passable parts, a cross-section grade of bends, parameters of crossings and parameters of movement.

The mountain road has "Dangerous" sites which partially or completely do not meet the requirements of the safe movement of vehicles.

These sites include:

- Long rises and descents with a slope 20 ... 80 %, especially dangerous in a combination with a small radius;
- On a site of a curve at radiuses (R) less than 300 meters the number of road accidents increases more than in 4 times;
- A crossing and a contiguity in one level is uncontrollable;
- Sites with a rough and slippery covering.

Traffic safety also depends on weather conditions (a snow, a rain, a fog, etc.). Thus, two basic factors operate: decrease in factor of coupling of the wheels of the lorry convoy with a road surfacing and reduction of distance of visibility.

As a result of the lorry convoy are compelled to reduce speed, to increase a distance between vehicles in their general stream. Speed of movement of lorry convoys especially decreases because of fears of their folding and drift of the trailer mainly closes.

Deterioration of movement of lorry convoys on mountain roads comparing to other moving cars leads to following consequences and negatively influences to their safe movement:

The maximal speed of movement of the lorry convoy usually about 50...55 %, and sometimes almost in 2 times less than other moving cars, let alone the car and it leads to a jam at the same time and accumulation the car on passingono a part of the road. At research on road And 373 "Tashkent-Andizhan-OIII" 116-196 kilometers have shown that, lorry convoys transporting mineral oil during overcoming rises and descents create to other cars adverse conditions of movement. (look at the pic.2)

Safety of traffic seems solvable: dimensional length of the lorry convoy and specific capacity of its engine. These factors influence traffic safety both separately, and as a group **[1]**.



Picture 2. Traffic on mountain way.

On mountain roads rather slow movement of the lorry convoy, in comparison with high-speed opportunities of other participants of a transport stream, especially cars, may be risky for overtaking [2]. (**look at the pic.3**)



Picture 3. Riscy for overtaking on mountain roads.

Thus, on curvilinear sites the situation becomes complicated and that because of the big length of the lorry convoy visibility for the cars

and for counter vehicles which are following worsens, All listed factors naturally increase the probability of occurrence of road accident.

Features of occurrence of road accidents are extremely various. However, arising road accidents are provoked by them in which the lorry convoy does not participate but the incident has occurred with the participation of lorry convoys because of the features of its movement.

On mountain roads for increase of traffic safety of the lorry convoy appreciably depends on its brake system. Quite serviceable and effectively operating brake system leads to the prevention of road accident.

However, braking of an automobile train under some circumstances can lead to a serious infringement of traffic safety, mainly because of specific features of a design of the lorry convoy and its brake system.

Now for the safety of the movement of lorry convoys on mountain roads many actions are taken in our republic and other countries.

For example, the American company "Monarch Enterprises" has released the device preventing stuck conditions of the lorry convoy. It is mainly for semitrailer [3].

One of the ways of solving a problem is:

- The necessity to increase of the basic operational properties of lorry convoys.
- While designing and constructing highways, it is obligatory to consider the movement and safety of lorry convoys.
- It is expedient to remove some restrictions imposed by normative requirements of full weight and admissible length of lorry convoys.
- To toughen some requirements to elements of a design of lorry convoys, for example, brake systems.
- Considering safety requirements of movement, at occurrence transport streams of lorry convoys it is necessary to recommend motor industry to increase their level traction-speed, brake, stability and maneuverable properties.
- Strengthening road supervision.

Therefore a problem of perfection of specifications, designs and operation of lorry convoys is essential and Improvement planned decisions of mountain highways demands the prompt and essentially new decisions.

Teaching based on foreign language and educational technology encourages active participation in learning through thinking and practical activities, two-way communication, memorization of information through analysis, demonstration of knowledge and skills, understanding of content and connection to life.

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**LINGVISTIK TA'LIMNI TASHKIL ETILISHIDA
ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARIDAN
FOYDALANISH (TEXNIKA YO'NALISHI OTMLARI
MISOLIDA)**

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Annotasiya: Ushbu maqolada lingvistik ta'limni tashkil etishdagi mavjud muammolar fikrlar muhokama qilinadi, shuningdek, chet tillarni o'rganishning zamon talabi ekanligi va bu masalaga jiddiy yondashishdagi ayrim qiyin vaziyatlar haqida so'z boradi. Til o'rganishdagi murakkabli vaziyatlar, muammoli holatlarni taxlil qilish orqali barcha soha vakillarini lingvistik ta'limga bo'lgan qarashlarini o'zgartirish maqolaning maqsadi qilib olingan.

Kalitso'zlar: lingvistika, tilshunoslik, ta'lim, nazariya, murakkablik ko'nikma, o'rganish usuli, o'rganish, taxminan, tushuntirish, mikro o'rganish, tasavvur qilish, tasdiqlovchi, individual topshiriq, ilmiy, texnik.

Аннотация: В данной статье обсуждаются существующие проблемы в организации лингвистического образования, а также тот факт, что изучение иностранных языков является потребностью времени и некоторые последние ситуации в серьезном подходе к этому вопросу. Цель статьи - изменить взгляды представителей всех направлений на лингвистическое образование, объяснив сложные ситуации и проблемные ситуации в изучении языка.

Ключевые слова: языкознание, языкознание, образование, теория, сложность навыков, метод обучения, обучение, оценка, объяснение, микрообучение, воображение, подтверждение, индивидуальное задание, научное, техническое.

Annotation: This article discusses the existing problems in the organization of linguistic education, as well as the fact that the study of foreign languages is the need of the time and some recent situations in a serious approach to this issue. The purpose of the article is to change the views of representatives of all directions on linguistic education, explaining difficult situations and problematic situations in language learning.

Key words: linguistics, linguistics, education, theory, skill complexity, teaching method, learning, assessment, explanation, microlearning, imagination, validation, individual task, scientific, technical.

Lingvistika fani umumiylik sifatida, qayd etilganidek, turlichaxususiysohalari orqali til sistemasining butun mohiyati, murakkabligi bilan, kommunikativ cheksiz imkoniyatlari bilan tadqiq qilinadi.U ayni jarayonda qator fanlar bilan o‘zaroaloqada, hamkorlikda ish olib boradi.Til va jamiyat, til va tarix, til va taraqqiyot, til va tafakkur, til va nutq kabi o‘ta dolzarb va o‘ta murakkab masalalarning yoritilishida faol ishtirok etadi.

Lingvistika nihoyatda qudratli ma’naviyat belgisidir. Millat boyligi bo‘lgan tilni o‘rganish jarayoni quyidagi ko‘rinishlarda namoyon bo‘ladi:

1.Dinamik lingvistika.Dinamik lingvistika, asosan, tilni real mavjudligida, kommunikativ jarayonda turlicha vazifalarni faol bajarishda, «taraqqiyotda», o‘zgarishda tadqiq qiladi.

2. Statik lingvistika. Statik lingvistika til faoliyatidagi to‘liq sinxronlashgan muayyan bir davrni (bo‘lakni) ajratadi va uni tasvirlaydi. Tilshunoslikning ushbu sohasi, dinamik lingvistikadan farqli, tildagi rivojlanish va o‘zgarish jarayonidan mutlaqo chetlashgan, unga yaqinlashmagan holda tilning hozirgi – zamonaviy davri bilan bog‘liq ma’lum bir «qotgan» qismini – holatini tekshiradi.

3. Sinxron lingvistika. Sinxron lingvistika statik va struktural lingvistika bilan uzviy bog‘liq bo‘lib, tilning ma’lum bir davrdagi «qotgan», «turg‘un» holatini tasvirlashgaxizmat qiladi.

4. Diaxron lingvistika. Diaxron lingvistika dinamik vaatomistik lingvistika bilan uzviy bog‘liq bo‘lib, tilning taraqqiyot, til birliklarining esa rivojlanish qonuniyatlari hamda natijalarini o‘rganadi.

5. Intralingvistika (ichki lingvistika). Ichki lingvistika til birliklarining sistem aloqasini, munosabatini ekstralingvistik faktorlarga bog‘liq bo‘lmagan holda o‘rganadi. Ichki lingvistikaning tadqiqot manbai bo‘lib fonologiya, leksikologiya va grammatika hisoblanadi.

6. Ekstralingvistika (tashqi lingvistika). Tashqi lingvistika tilning taraqqiyoti va vazifasini ijtimoiy-siyosiy, ijtimoiy-tarixiy, etnik, jo‘g‘rofiy kabi faktorlar bilan bog‘liq holda o‘rganadi. Shungako‘ra, ushbu lingvistika tilni ijtimoiy hodisa sifatida tekshiradi.

7. Paralingvistika. Paralingvistika bevosita nutq faoliyati bilan bog'liq bo'lib, nutq jarayonida fikr ifodalash bilan bir vaqtda yuzaga keluvchi, so'zlashuv nutqining doimiy hamrohi bo'lgan qo'l va yuz harakatlarini(imo-ishora, mimika), nutqning balandligi, ekspressiv-emotsional bo'yoq kabi qator jihatlarni o'rganuvchi sohadir.

8. Psixolingvistika.Psixolingvistika psixologiya va lingvistika fanlarining umumlashmasi (sintezi) sifatida nutq jarayonini mazmun nuqtayi nazaridan, kommunikativ ahamiyati, nutq aktining muayyan ijtimoiy-amaliy maqsadgayo'naltirilganligi, shunga muvofiqligi jihatidan o'rganadi.U nutqdagi – fikr ifodalashdagi shakl va mazmun birligigaalohida e'tibor beradi. Psixolingvistika lisoniy imkoniyatlar asosida nutqiy birliklarni hosil qilish va qabul qilish, nutq jarayoni (fikr almashtirish-ifodalash vaanglash)da ruhiy holatlarga, bunda sharoit (situatsiya), o'xshashlik (analogiya), farqlash (differensiatsiya), ta'sirchanlik, so'zlovchi va tinglovchi ruhiy holati masalalarigaalohida e'tibor beradi.

9. Sotsiolingvistika. Sotsiolingvistika sotsiologiya va lingvistika fanlarining zaruriy va mantiqiy bog'liqligidan hosil bo'lib, jamiyat va til (til va jamiyat) munosabati masalasi bilan shug'ullanadi. U tilni ijtimoiy hodisa sifatida talqin qiladi.Shu jihatdan sotsiolingvistikaning eng muhim, asosiy muammosi tilni - til tabiatini ijtimoiy hodisa sifatida tekshirish, uning jamiyatdagi, tilshunoslik fanidagi o'rni vaahamiyatini belgilashdir.Sotsiolingvistika, asosan, til va ijtimoiy munosabatlar, ijtimoiy hayot, taraqqiyot hodisalari, faktlari o'rtasidagi bog'liqlikni, ushbu bog'liqlikning sabablarini o'rganadi.Anig'i, mazkur soha jamiyatning yashash va rivojlanishida tildagi ijtimoiy hayot, ya'ni, tashqi-ekstralingvistik faktorlarning (omillarning) ta'siri natijasida hosil bo'lgan hodisalarni, jarayonlarni, o'zgarishlarni tahlil qilib boradi. Demak, sotsiolingvistika ijtimoiy faktorlarning tilga qanday ta'sir qilishi, til sistemasida (strukturasida) qanday namoyon bo'lishi, qanday shakldaaks etishi kabilarni tadqiq qiladi. Eslatamiz, sotsiolingvistika statistik ma'lumotlar, aholi ro'yxati vaanketa ma'lumotlari metodikasi bilan o'z faoliyatini kengaytirib boradi1.

10. Matematik lingvistika.Matematik lingvistika tilni o'rganish va tasvirlash jarayonida matematik usullarning (masalan, statistik usul, informatsiya nazariyasi kabilarning) qo'llanish imkoniyatlarini tekshiradi.

11. Kompyuter lingvistikasi. Kompyuter lingvistikasi amaliy tilshunoslikning bir bo‘limi bo‘lib, uning asosiy maqsadi tilshunoslikkaoid muammolarni kompyuter vositasida, bevosita uning “rahbarligida” hal qilishdir. Aniqrog‘i, kompyuter lingvistikasi tillarni o‘qitish (o‘rganish), muayyan fangaoid bilimlarni baholash, matnlarni tahrirlash, bir tildan ikkinchi bir tilga tarjima qilish, statistik tadqiqotlar olib borish kabi qator jarayonlarda faol xizmat qilmoqda.

12. Kognitiv lingvistika.Kognitiv lingvistika tilshunoslikdagi eng yangi yo‘nalishlardan biridir.Ushbu tilshunoslik kognitologiya (inson bilimini o‘rganuvchi fan) va lingvistika fanlarining o‘zaro zaruriy bog‘lanishidan, hamkorlikda ish olib borish maqsadida yuzaga kelgan.

13. Pragmalingvistika.Pragmatik lingvistika struktur tilshunoslik yutuqlari, natijalari asosida shakllangan yangi bosqichdagi fahmiy (emprik) tadqiqotlar, izlanishlar natijasidir.U lisoniy birlikning qo‘llanilish vaziyatini, nutqiy faoliyatini sistema sifatida oladi. Shunga ko‘ra muayyan birlikni nutqiy faollikda, voqelanishda, nutqda namoyon bo‘lishda turli nolisoniy omillar va turli sathlar bilan hamkorlikda, ular bilan o‘zaro bog‘liqlikda o‘rganadi, tekshiradi.

14.Lingvokulturalogiya.Lingvokulturalogiyatilshunoslikmadaniyat shunoslik, etnografiya, psixolingvistika sohalari asosida shakllandi. U madaniyat, etnos, milliy mentallik bilan o‘zaro aloqasi va ta’sirini antropotsentrik paradigma tamoyillari asosida o‘rganadi.

Lingvistika fani jamiyat taraqqiyotining, gullab-yashnashining eng muhim, eng asosiy, tengi yo‘q mezonlaridan biri til - aloqa quroli ekanligini tasdiqlash va isbotlash uchun xizmat qiladi.Shuningdek, u ta’lim oluvchigaona tili imkoniyatlarini-ayni bir fikrni, narsa-hodisani yuzlab usullar bilan ifodalash yo‘llarini yetkazish bilan unda ijodiy tafakkurni rivojlantirishga, ona tilida fikrlash vaona tili qurilishining o‘zigaxosligi, boshqa tillardan tubdan farq qilishi, olamni «o‘zicha» aks ettirishni singdirish bilan milliy ong, milliy dunyoqarash, milliy g‘urur va mafkurani shakllantirishda mustahkam poydevor vazifasini o‘taydi.

Bugungi ta’lim muassasalarida zamonaviy pedagogik texnologiyalardan foydalangan holda o‘qitishning ilg‘or uslublarini qo‘llab, chet tillariga o‘qitish, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash uchun keng imkoniyatlar yaratilgan.

Odatda, o‘qituvchi xorijiy tilni o‘rgatish, o‘qitish usulini o‘zi

tanlaydi. O'qitishning mazmuni deyarli o'zgarmaydi, ammo uni talabalarga yetkazish usuli o'zgarishi mumkin.

O'qitishning bir qancha usullari mavjud. Dars mashg'uloti jarayonida quyidagi o'qitish usullaridan foydalanish mumkin. Masalan:

Ma'ruza.

Misol keltirish.

Namoyish qilish.

Bahs-munozara.

Savol-javoblar.

Bu usullar talabalar bilan muloqot qilish, shuningdek, qo'yilgan maqsadga yo'naltirilgan fikrlarni yoritish usuli yoki shaklidir.

O'qituvchi muayyan vaziyat yoki dars uchun mos usulni tanlay bilishi kerak. O'qitishning mos va samarali usulini tanlash uchun bir qancha omillarni hisobga olish zarur.

Talabalarning soni.

Muayyan vaziyat.

Usulning qo'yilgan maqsadga mos kelishi.

Agar biror matn muhokama qilinsa, talabalarni kichik guruhlariga bo'lib, jamoa yo'li bilan bahs-munozara o'tkazish maqsadga muvofiqdir. Bu usulda texnik vosita – audioyozuvlardan foydalanish mumkin. Usullarni qo'llaganda vaqtni doimo hisobga olish zarur.

Aqliy hujum (Brain storming) usuli. Ushbu usul talabalarning faol ishtiroki hamda ularning bilim saviyalari darajasini namoyon qiladi. Bu talabalarni g'oyalar o'ylab topishga undaydi, erkin muloqotda bo'lish imkonini beradi va natijada ancha fikrlar to'planadi. O'qituvchi esa jarayon mobaynida nazoratchi hisoblanadi. Talabalarning g'oyalari unchalik muvaffaqiyatli bo'lmasa-da, o'qituvchi ularni tanqid qilishi mumkin emas. Aksincha, talabalarning ijodiy tafakkuri rag'batlantirib borilishi zarur. Dars tez berilgan javoblarni rag'batlantirish, ularni to'ldirish, talabalarni baholash bilan yakunlanadi.

Savol-javoblar va rasmlil o'yinlar (Discussion) usuli darslarni yanada mazmunli va qiziqarli o'tishga imkon beradi. Talaba xato qilishdan qo'rqmay, erkin o'z fikrini ayta olishi kerak. Bunday muhit darsda hosil qilinishi lozim. O'yin orqali o'qitishning texnologiyasida talabaning vazifalari quyidagilardan iborat:

1. Kutiladigan javoblar va e'tirozlarni o'ylash.
2. O'z bilimiga ishonish.

O'yinning ahamiyati shundaki, o'qituvchida talabalarni ular erkin holda faoliyat ko'rsatayotgan paytda kuzatish imkoniyati bo'ladi. Natijada talabalarning faolligi, fantaziyalari, ijodiy qobiliyatlari, ishchanliklari, jamoada o'zini tutishlari haqida ko'proq ma'lumotga ega bo'lish mumkin. Talabalar bir nechta guruhlariga bo'linadilar. Guruhlarning har bir a'zosi o'z vazifalarini aniq bilishlari kerak. O'yinning vaqti cheklangan bo'lishi, u yakunlangach esa o'yin natijalari tahlil qilinishi lozim. O'yin orqali o'qitish texnologiyalari ham o'quv- tarbiyaviy jarayonda talabalarning chuqur bilim olishiga keng imkoniyatlar yaratib beradi. Ingliz tilini o'rgatishda talabalarni qiziqtirib o'qitish va bilimlarni to'liq o'zlashtirishlariga erishish zamonaviy pedagogik texnologiyalarning asosiy maqsadlaridan biri hisoblanadi.

Ingliz tilini o'qitish usullaridan yana biri - zamonaviy interaktiv usulidir. Usul mazmuniga ko'ra, darsda yangi grammatik mavzu e'lon qilinib, o'qituvchi uni turli yo'llar, ya'ni doskaga har xil chizmalar chizish, harakatlar bilan ko'rsatish, avvalgi o'tilgan mavzu bilan taqqoslash bilan tushuntirishi, mustahkamlovchi savollar bilan talabalarni fikrlashga jalb etishi lozim. Fonetik mashg'ulotlarda esa, asosan, audiomatndagi qisqa suhbatlar tinglanib, ushbu audiomatndagi suhbatga aynan mos bo'lgan, so'zlari tushirib qoldirilgan qog'ozdagi matn to'ldiriladi. Talabaga berilgan matn bilan audiomatndagi suhbat bir xil bo'ladi. Matn o'ta ziyraklik bilan tinglanib, yangi iboralarni yodda saqlab qolgandagina, talaba shartni muvaffaqiyatli bajarishi mumkin. Bunda tinglab tushunish orqali og'zaki nutq, ko'nikma va malakalar shakllanib boradi. Tinglab tushunish o'qish jarayoni bilan chambarchas bog'liqdir. Tinglovchi o'qigan so'zlarini yaxshi eslab qoladi va tinglaganida yaxshi tushunadi. Tinglab tushunishni o'rgatishning mazmunini G.V.Rogova uch qismga bo'ladi:

1. Lingvistik qism. Bunga til va nutq materiallari kiradi.
2. Psixologik qism. Bu ovozli nutqni tinglash, tushunish malaka va ko'nikmasini hosil qilishdir.
3. Metodik qism. Tinglovchilarga tinglash usullarini o'rgatish hamda tinglab tushunish texnologiyasi orqali qonun-qoida, tamoyillar, metodlar, vositalar orqali o'rgatish amalga oshiriladi.

O'qitish jarayonida tinglab tushunish ustida ishlaganda, kundalik yangiliklar, tili o'rganilayotgan mamlakat xalqlari hayoti, madaniyati, tarixi haqida matnlarning bo'lishi tinglovchilarning qiziqishlarini yanada

orttiradi. O'qituvchi tinglab tushunishni o'rgatayotganida, ya'ni tinglovchi notanish mazmundagi nutqni tinglaganida quyidagilarga e'tibor berishi zarur:

1. Ayrim so'zlarni, gaplarni, jummalarni tushunish (fragmenting comprehension).
2. Hamma dalil-fikrlarni to'liq tushunish (comprehension in details).
3. Asosiy dalil-fikrlarni yuzaki tushunish (overall comprehension).
4. Tanqidiy tushunish (critical comprehension).

O'qituvchi eshittirish uchun matn tanlaganida, tinglovchilarning yoshi, bilim darajasi, o'zlashtirishlarini hisobga olishi zarur. Misol uchun, biror notanish matn tanlanadi. Matndagi notanish so'zlar, iboralar matn sarlavhasi doskaga yoziladi. Matn yuzasidan savol-javoblar ham o'tkazilishi mumkin. Tinglab tushunishga o'rgatish jarayoni quyidagi bosqichlar orqali amalga oshiriladi:

Activity:

1. Before listening.

Matn sarlavhasi va savollar doskaga yoziladi.

At the party:

(Amy Smith and Mike Thompson)

1. Where did Mike meet Amy?
2. When was last time they met?
3. What was his job then?
4. What does he do?

Suhbat (dialog) eshittiriladi. Tinglovchilar doskaga yozilgan savollarga matndan javob topadilar. Agar zaruriyat bo'lsa, matn yana 1–2-marta qayta eshittirilishi mumkin.

Answers:

1. They met at the party.
2. It was two years ago.
3. He was a pizza delivery man then.

After listening.

Tinglovchilar savollarga javob beradilar. Ular tushunmagan so'z va iboralar doskaga yoziladi va tarjimasi tushuntiriladi. Tinglovchilarning javoblari bir-birlariniki bilan taqqoslanadi. To'g'ri javoblar doskaga yozilishi mumkin. [1]

Yana shuni ham aytish joizki, ingliz tilini o'qitish davomida uyda o'qish (home reading) mashg'uloti ham olib boriladi. Uyda o'qish

talabalarni turli xil mavzularda chet tilida soʻzlashish jarayoniga beixtiyor jalb qilish uchun qulay va boy manba hisoblanadi. Taʼlim oluvchilarning soʻz boyligi va fikrlash qobiliyatlari kengayadi. Original adabiyotni oʻqish bosqichma-bosqich amalga oshiriladi. Masalan: “Jane Eyre” asari misolida quyidagi mashqlar bajarilishi mumkin:

I. Notanish soʻzlar ustida ishlash.

Tinglovchilar uchun notanish boʻlgan quyidagi soʻzlar va iboralar doskaga yoziladi hamda ularning talaffuz qilinishi tinglovchilarga tushuntiriladi:

Lovable – yoqimtoy.

An orphan – yetim.

To shake with fear (shook, shaken) – qoʻrquv bilan qimirlatish. Without doubt – ikkilanishsiz.

To earn one’s living – yashash uchun pul topmoq.

II. Mavzu yuzasidan savol-javoblar:

1. Why was Jane living with the Reed family?

2. Where did Jane go?

3. How did Jane live in Lowood?

4. Whom did she meet there?

5. Why do you think Jane didn’t wish to be noticed by Mr. Rochester’s guest?

III. Predlog qoʻyish mashqlari:

1. There I found a book ... pictures.

2. The two girls never played ... me.

IV. Soʻzlarni joy-joyiga qoʻyib gaplar tuzish:

1. Explain, someday, I, shall, you, to.

2. Two, at, young, around, women, sat, table.

Bundan tashqari, tinglovchilarni uy oʻqishi jarayonida insho yozishga ham oʻrgatish mumkin. Ular insho mavzulari bilan tanishgach, xohlagan mavzuni tanlab uyda insho yozishlari mumkin.

Masalan:

1. Siz yoqtirgan asar qahramoni.

2. Asardagi salbiy va ijobiy obrazlarga xarakteristika bering.

3. Jeyn Eyning bolalik davri.

4. Asarning asosiy qahramoni haqida fikr- mulohazalaringiz va hokazo.

Bunda leksik-grammatik qiyinchiliklar vujudga keladi. Talabalarni o'z fikrlarini bildirishga undash, matn mavzusini yoritishga qisman o'qituvchining o'zi ham yordam berib turishi kerak. [10]

Keyingi uslub kichik grammatik testlarni topshirish bo'lib, u ikki guruhga bo'lingan holda olib boriladi. Birinchi guruh vakili biror (uyga vazifa qilib berilgan) so'zni o'zbek tilida aytadi. Ikkinchi guruh vakili doskaga chiqib, dastlab so'zning inglizcha tarjimasini aytadi, keyin so'zni harf va transkripsiyadagi shaklini yozib ko'rsatadi. Bu jarayon shu tariqa davom etadi. Dars nihoyasida doskada bexato yoza olgan talabalar rag'batlantiriladi. Shuni aytish joizki, o'qituvchi dars davomida vaqtni to'g'ri taqsimlay olishi; dars boshida o'tilgan mavzularni mustahkamlashi; har bir darsda yangi usullarni qo'llashi; har bir dars uchun mos tarqatma materiallardan foydalanishi maqsadga muvofiqdir. [12]

Xulosa qilib aytganda, ingliz tilini o'qitish jarayonida pedagogik texnologiyalardan foydalanish talabalarning og'zaki nutq, tinglab tushunish, yozuv, o'qish ko'nikmalarini o'stirishga va erkin muloqot qilishlariga amaliy yordam beradi.

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UDK 30 428

O'QUV MATERIALLARINING ASOSIY G'OYASINI O'RGANISHGA QIZIQTIRISHDA CLIL TEXNOLOGIYASIDAN FOYDALANISH

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Annotatsiya: Hozirgi kunda Yevropa ta'lim muassasalari integratsiyalashgan predmet-til yondashuvini (Content and Language Integrating yoki CLI) keng qo'llamoqda, uning paydo bo'lishi dunyoda chet tili ta'limini rivojlantirish uchun globallashuv jarayonlari va ob'ektiv shart-sharoitlar taqozo etmoqda. Bu ta'limiy yondashuv bilingvalli ta'lim mazmuni va tili integratsiyalashgan ta'lim (CLIL) texnologiyasining asosini tashkil etdi.

Kalit so'zlar: CLIL, mazmun, muloqot, idrok, tarkib, AKT, pedagogika, kompetensiya, til ko'nikmalari.

CLIL ta'limi yordamida o'quvchilarni o'qitish, rivojlantirish va tarbiyalash vazifalari sifat jihatidan yangi bosqichda hal etiladi. CLIL yondashuvi bir-biri bilan chambarchas bog'liq bo'lgan to'rtta komponentlarga asoslanadi:

Mazmun CLILda o'qitiladigan o'quv fanlari san'at, fuqarolik, klassika, dizayn va texnologiya, iqtisod, atrof-muhitni o'rganish, geografiya, tarix, axborot-kommunikatsiya texnologiyalari (AKT), savodxonlik, matematika, musiqa, jismoniy tarbiya (PE), falsafani o'z ichiga oladi. , siyosat, dinshunoslik (RE), fan, ijtimoiy fan mazmunini o'rgatadi

Muloqot (aloqa) O'quvchilar mavzu mazmuni bo'yicha fikrlarni ifodalash va o'quvchilarning birgalikda yaxshi ishlashiga yordam berish uchun muloqot qobiliyatlarini rivojlantirishlari kerak. Ular funktsiyalarni (faktlar, ma'lumotlar, fikrlar va his-tuyg'ular) yozma va og'zaki tarzda ifodalashi va izohlashi kerak. Muloqot qobiliyatlari muhim ahamiyatga ega. Shu sababli, CLIL STT (talabalar bilan gaplashish vaqti) ga qaratilgan va TTT (o'qituvchi bilan gaplashish vaqti) qisqartiriladi. Ma'noli muloqotni rivojlantirish uchun quyidagi strategiyalardan foydalaniladi:

- o'rganish mavzusini boshlash yoki tugatish uchun aqliy hujum
- ochiq savollar
- munozaralar
- tengdoshlarning fikr-mulohazalari
- jamoaviy fikr-mulohaza
- yozishdan oldin va yozishdan keyin hamkor bilan fikr almashish

- Internetda topilgan tadqiqotlar haqida hisobot
- poster yoki PowerPoint taqdimotlarini tayyorlash
- rolli o'yin yoki bahslar

Idrok sub'ektlarning integratsiyasi o'quvchilarning bilish faolligini oshirish vositalaridan biridir. Ikkinchi va uchinchi tillarda fan yo'nalishlarini o'rganish orqali o'quvchilar uch tilda o'zaro bog'liq mavzularni o'rganish orqali metakognitiv (*bilim haqida bilim yoki fikr haqida fikr yuritish*) va metallingvistik (*bo'lim hisoblanib, til birliklari va ularning faoliyat qonunlariga kirib borishdir*) ko'nikmalarni rivojlantiradilar, ular ham turli fan sohalari bilan birlashtiriladi, shuning uchun mavzularning har biri turli nuqtai nazardan o'rganiladi.

Madaniyat. Madaniyat tillarni o'rganishning o'zagi hisoblanadi. Madaniyatning o'rni, o'z madaniyatining qadr-qimmatini anglash va boshqa xalqlar madaniyatini hurmat qilish, fan-til ta'limining ajralmas qismidir. Bu tamoyil ta'lim rus tilida olib boriladigan sinflarda qozoq tilidagi fanlarni o'rganishda, qozoq tilida olib boriladigan sinflarda rus tilida fanlarni o'rganishda va o'rta maktabda ko'pchilik fanlarni ingliz tilida o'rganishda amalga oshiriladi.

Tarkib. Bu o'rganish va yodlash emas, balki fikrlash qobiliyatini rivojlantirishdir. (masalan, chizmalar, grafiklar yordamida matnni tushunish; tengsizlik belgilarini o'rganishda "ortiq emas" yoki "kam emas" (ko'p emas, kam yoki kam emas))

Aloqa. Bu nafaqat grammatikani o'rganish, balki ikkinchi / uchinchi tilda mavzu mazmunini muvaffaqiyatli taqdim etishdir.

Idrok. Talaba hayratda, xavotirda, xato qilishdan qo'rqmasdan fikr yuritadi (yuqori darajadagi fikrlash qobiliyatlarini o'z ichiga oladi)

Integratsiyalashgan darsni rejalashtirishda o'qituvchilar "barcha o'qituvchilar ham til o'qituvchilari" degan asosiy fikrga rioya qilishlari kerak. Yondashuvdan (CLIL) foydalanadigan dars ikkita maqsadga ega:

mavzu va til o'rganishga. Darsni rejalashtirish, o'qituvchi o'z talabalarining mavzu materialini o'zlashtirishda yuzaga kelishi mumkin bo'lgan til qiyinchiliklarini oldindan bilishi va bu qiyinchiliklarni "olib tashlash" uchun yordam berishi kerak. O'qitishning ikkinchi yoki uchinchi tillarida o'qitiladigan, lekin ancha tor nuqtai nazardan olingan maktab siklidagi har qanday mavzu mavzu mazmuni sifatida tanlanishi mumkin. [3]

Til mazmunini rejalashtirish ancha qiyin, chunki u bir tomondan mavzu mazmuni bilan bog'liq bo'lsa, ikkinchi tomondan u kognitiv va kommunikativ sohalarga xizmat qilishi va shu bilan birga talabalarning til haqidagi bilimlarini boyitishi kerak.

Darsda (CLIL), iloji bo'lsa, nutq faoliyatining barcha turlari mavjud bo'lishi kerak, garchi yondashuvning (CLIL) xususiyatlari shundan iboratki, o'qish o'qish vaqtining ko'p qismini oladi. Lekin o'qituvchi darsni shunday rejalashtirishi mumkinki, materialning bir qismi audiomatn ko'rinishida taqdim etilishi mumkin, o'qitishning izlanish usullaridan foydalangan holda dialog va suhbat orqali materialni tushunishga erishish mumkin. [5]

Darsni rejalashtirishda o'qituvchi quyidagi savollarga tayanishi mumkin:

Mavzu mazmuni:

- Darsning maqsadlari / vazifalari qanday?
- Kutilayotgan o'quv natijalari qanday?
- Qanday iboralar va maxsus atamalarni tayyorlashim kerak?
- O'quvchilarning grammatik bilimlarini tekshirish kerakmi

(masalan, sifatlarni solishtirish darajalari)?

- Munozara va muhokamalarni qanday o'tkazaman?

Muloqot: Qanday iboralar va texnik atamalarni tayyorlashim kerak?

-O'quvchilarning grammatik bilimlarini tekshirish kerakmi (masalan, sifatlarni solishtirish darajalari)?

Yangi mavzu materiali til bilan parallel ravishda o'zlashtiriladi, o'quvchilar nutqda ma'lum bir til birliklaridan foydalanishning real holatlarini ko'radilar va shunga mos ravishda o'rganishga intilish kuchayadi. Bolalar til va real dunyo o'rtasidagi munosabatlarga hayron bo'lishadi, bu o'z-o'zidan tushunish qiyin, shuning uchun haqiqiy tajribaga asoslangan misollar yaxshiroq esda qoladi va tezroq esga olinadi. Tajriba - eng yaxshi o'qituvchi va aynan CLIL yondashuvi

o'qitishni qiziqarli, qiziqarli, ko'p qirrali va hayotda "inklyuziv" qiladi, bu erda hamma narsa o'zaro bog'liqdir. [16]

CLIL dunyoda juda muhim sanaladi, chunki u o'quv rejasidagi mazmunni ona tilidan tashqari o'qitish bilan birlashtiradi. Ba'zi maktablar til kursida alohida mavzuni tanlashni afzal ko'radi - sodda CLIL, boshqalari o'quv rejasining yarmini maqsadli tilda - murakkab CLILda o'qitishga e'tibor berishni afzal ko'radi. Quyidagi jadval CLIL texnologiyasining oddiy ma'rakkab usullarini ko'rib chiqamiz:

Oddiy CLIL	CLIL turlari	Vaqt	Tarkib (mazmun)
	Tilga asoslangan	Haftada bir marta	Ba'zi o'quv mavzulari til kursi davomida o'qitiladi.
	Mavzuga asoslangan (modul)	Bir davr uchun 15 soat	Maktablar yoki o'qituvchilar mavzuning qismlarini tanlaydilar, ular maqsadli tilda o'rgatadigan dastur
Murakkab CLIL	Mavzu bo'yich (qisman mantiqiy)	O'quv rejasining taxminan 50%	O'quv rejasining yaqin maqsadli tilda o'qitiladi. Tarkib ona tili o'quv dasturida o'qitiladigan mavzuni aks ettirishi yoki yangi mazmun bo'lishi mumkin

Agar maktabingizning imkoniyatlari imkon bersa, siz o'quvchilarni ochiq havoga olib chiqib, ularga bog'dorchilik darsini berishingiz mumkin. O'simliklarni tuproqqa qo'yganingizda ular bilan

gaplashing. Elementlarni ushlab turing va so'zni takrorlang. [22] Misol uchun, o'simlik idishini ushlab turing va "**maceta**" ni takrorlang. Shunday qilib, bolalar so'zlarni tarjima qilmasdan turib, ispan tilida o'simlik pot nimani anglatishini bilib oladi. Talabalar ob'ektga haqiqiy vizual aloqani yarata olsalar, lug'atni yaxshiroq eslab qolishadi. Bog'dorchilik darsingizni tugatganingizdan so'ng, har doim o'quvchilaringizning yordami bilan narsalarni yana bir bor ko'rsatish orqali lug'atni qayta ko'rib chiqing. Ularning o'simliklarga tegishi va faol ishtirok etishiga imkon berish ularga foydali hayotiy ko'nikmalarni ham beradi.

CLIL darsida barcha to'rtta til ko'nikmalari birlashtirilishi kerak. Ko'nikmalar quyidagicha ko'rinadi:

Tinglash oddiy kirish faoliyati bo'lib, til o'rganish uchun juda muhimdir

O'qish, mazmunli materialdan foydalanish kirishning asosiy manbai hisoblanadi

Nutq ravonlikka qaratilgan. Aniqlik subordinatsiya sifatida ko'riladi

Yozish - bu grammatika qayta ishlanadigan bir qator leksik faoliyatdir.

CLIL darslari quyidagi xususiyatlarga ega:

- Til va ko'nikmalarni, qabul qilish va ishlab chiqarish qobiliyatlarini birlashtiring
- Darslar ko'pincha matnlar / parchalarni o'qish yoki tinglashga asoslangan
- Darsdagi tilga e'tibor tizimli baholashni hisobga olmaydi
- Til funksionaldir va mavzu konteksti bilan belgilanadi
- Tilga grammatik jihatdan emas, balki leksik jihatdan yondashiladi
- Vazifa turlarida o'quvchi uslublari hisobga olinadi.

Demak, CLIL darsi ko'p jihatdan integratsiyalashgan ko'nikmalar darsiga o'xshaydi, faqat u tilni o'rganishni o'z ichiga oladi, CLIL metodologiyasini biladigan o'qituvchi tomonidan olib boriladi va bevosita mazmunga asoslangan mavzuga tegishli materialga asoslanadi. CLIL darsida ham mazmun, ham til o'rganiladi. .

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**ORGANIZATION OF LINGUISTIC EDUCATION AND
THEIR SOLUTION**

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Abstract: In this article, the current problems in the organization of linguistic education are discussed, as well as the fact that learning foreign languages is the need of the hour and some difficult situations in taking a serious approach to this issue. The goal of the article is to change the views of representatives of all fields on linguistic education by analyzing the complex situations and problematic situations in language learning.

Keywords: linguistics, linguistics, education, theory, complexity skill, learning method, learning, micro-learning, imagining, affirmative, individual assignment, scientific, technical, proof, memorization, practice, interesting, important, active listening, approximate, explain, affect, preview, talk.

English language education, serious attention is paid to the development of students' linguistic, in particular, pragmatic competences in understanding, analysis and correct, purposeful, precise application of language and speech units and phenomena.

In the theory of world language education, pragmatic competence is a set of educational and linguistic competences based on working with information, being aware of and using science and technology news, national and general cultural, spelling, sign, methodological literacy, speech activity and maturity. recognized as occurring. This is a course aimed at the formation and development of students' listening, reading, speaking, writing, understanding, comprehension, application, evaluation based on the phonetic, lexical, morphological, syntactic, methodological and semantic analysis of linguistic and speech pragmatic artistic texts. It is the basis of the scientific methodology of climate technologies.

The essence of the educational policy of the new Republic of Uzbekistan, which is facing the world, is "the independent thinking, high

intellectual and spiritual potential of our youth, people who are not inferior to their peers in any field in the world." aimed at "developing as a language", including English language and literature teachers, students who love and value the English language, feel its richness, beauty and uniqueness, and have mature linguistic and speech knowledge, skills and abilities the important task of educating. Based on the analysis of artistic texts, it shows that the research of issues of development and improvement of pragmatic competences, which have become a vital need for students, is relevant.

In the implementation of the instruction stated in the decree No. PF-5712 of April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" in educational practice, as well as Uzbekistan Ensuring the implementation of the clauses related to the field of education in the decision of the President of the Republic of May 19, 2021 "On the measures - measures to bring the activity of popularizing the study of foreign languages in the Republic of Uzbekistan to a new level in terms of quality" No. PQ-5117 , in accordance with the state program put forward by the head of the country, in the implementation of the fourth of the five important initiatives to develop the teaching of foreign languages as a priority direction of the education policy and to fundamentally improve the quality of education, and in relation to this issue serves to a certain extent in the implementation of tasks defined in other regulatory legal documents.

In particular, there are several advantages of using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is incomparable. The use of technological tools is useful in every aspect of learning a foreign language (reading, writing, listening and speaking). For example, to listen and understand, of course, this process cannot be carried out without a computer, players and a flash drive. Listening comprehension is one of the most important parts of language learning. At the same time, the student is required to pay attention to the speaker's pronunciation, adherence to grammatical rules, vocabulary and its meanings. An important factor in the use of modern technologies in the educational process is that students know information and communication technologies well and are able to use them. Teaching and learning a

foreign language using modern technologies is one of the most fruitful ways.

To make the process of learning a foreign language more interesting and effective, and today, teaching through interactive games is becoming a tradition in higher education. It is known that the lesson is conducted on the basis of various games, which ensures that students demonstrate their capabilities, concentrate, improve their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity rely on the fundamental needs of a person to express himself, find a stable place in life, self-control, and realize his potential. Any game should be based on generally accepted educational principles and tactics. Educational games should be based on educational subjects. In the process of games, the student takes an active approach to this activity and works more freely than in a regular lesson. It should be noted that the game is, first of all, a method of teaching. Students actively participate in game lessons, strive to win, and the teacher provides education to the student through them. A student believes that he can speak, listen, understand, and write in English while playing games, he is interested. This gives innovation to students.

As observed in any field, there is no doubt that we face a number of problematic situations in the organization of linguistic education. Many linguists around the world have addressed this issue in their scientific research. To find out how well the problem has been studied, it is necessary to take a look at history. For example, in the scientific research of foreign scientists J. Culler, S. Kanngisser, G. Leech, H. P. Grice, the problems of pragmalinguistics, in particular, the socio-cultural, psychological and linguistic aspects of determining the meaning of words in the text and the formation of communicative competence have been revealed. [7]

E.S. Aznaurova, L.M. Vasilev, A.I. Vlasenkov, T.B. Dudina, I.A.Zimnyaya, L.G.Luzina, V.N.Marov, V.Myasnikov, O.I.Okulovskiy, M.A.Pautova, G.G.Pocheptsov's scientific researches have researched socio-pedagogical, integral-pedagogical aspects of competence formation in students. [10]

In the current educational process, the student should be the subject. Focusing more on interactive methods will increase the effectiveness of

education. One of the most important requirements for English language classes is to teach students to think independently. Today, English language teachers are using the following innovative methods based on the experience of pedagogues from the United States of America and England:

- "Acting characters" method can be used in all types of lessons. In order to teach the profession, people in professions such as "Interpreter", "Translator", "Writer", "Poet" can participate in the class and talk with students;

- "Thinkers meeting" poets and writers such as U. Shakespeare, A. Navoi, R. Burns can be "invited". At such a time, using the wise words they said in the lesson will help young people to be educated as perfect people.

- Quiz cards are distributed according to the number of students and allow all students to participate in the lesson at the same time, which saves time. It can be seen that each innovative technology has its own advantages. In all such methods, cooperation between the teacher and the student is achieved through the active action of the student in the educational process. [12]

As a result of using innovative methods in English language classes, students' logical thinking skills develop, their speech becomes fluent, and the ability to answer quickly and correctly is formed. [13]

In conclusion, in order to find a solution to a problematic situation, first of all, we need to study the problem itself. The organization of linguistic education, which is one of the most complex aspects of the educational process, poses significant challenges for learners and pedagogues. The solution to this problem is to get an education despite the difficulties, to analyze the advice of scientists and linguists and put it into practice. Because it is not easy to achieve success in any field. [14]

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**ҲОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА ПЕДАГОГИК
ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШНИНГ МОҲИЯТИ**

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Аннотация:Таълим-тарбия берувчилар олдига мустақил фикрловчи, ўз ақлий, ижодий қобилиятини амалда қўллай оладиган ёшларни тарбиялашни бош мақсад қилиб олганмиз. Бундай мураккаб вазифани бажаришда таълим жараёнини, айниқса, ҳорижий тилларни ўқитиш жараёнида педагогик ва ахборот технологияларидан унумли фойдаланишни тақозо этади.Шунинг учун ҳам талабалар билимини мустақамлашда,таълим жараёнини қизиқарли ташкил этишда педагогик ва ахборот технологияларидан оқилона фойдаланиш ҳозирги давр талабидир.

Аннотация: Педагогические приемы включают в себя разнообразные методы и формы работы, используемые при реализации задач, которые необходимо выполнить для достижения целей, преследуемых тем или иным педагогическим процессом. На основе всех различных методов и форм осуществления этих работ, которые формируются и используются на практике, формируются многие образовательные методы и этот процесс продолжается. В связи с этим методика преподавания иностранных языков совершенствуется день ото дня и включает в себя все новые этапы.

Abstract: Independent thinker to educators,our main goal is to educate young people who can use their intellectual and creative abilities in practice. Performing such a complex task requires effective use of pedagogical and information technologies in the educacational process, of teaching foreing languages.Therefore, intelligent use of pedagogical and information technologies in strengthening students' knowledge and

organizing the educational process in an interesting way is a requirement of the current.

Калим

сўзлар

:

стратегия, истиқбол, технология, педагогика, педагог, бумеранг, кластер, домино, 9 олмос донаси, интуиция.

Ключевые

слова: стратегия, перспектива, технология, педагогика, педагог, бумеранг, кластер, домино, 9 алмазных зерно, интуиция.

Key words: perspective, technology, teacher, boomerang, cluster, domino, 9 diamond grains, intuition

Президентимиз Фармони билан тасдиқланган 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг устувор йўналишлари бўйича Ҳаракатлар стратегиясида назарда тутилган ижтимоий соҳани ривожлантириш бўйича чора тадбирлар ишлаб чиқилган эди. Мазкур чора-тадбирларнинг муҳим жиҳати шундаки, унда катта эътибор билан таълим ва фан соҳасига ҳам тўхталиб ўтилган. Ушбу стратегияда назарда тутилган чора тадбирлар айниқса ўқитиш сифати, олий таълимни ривожлантириш истиқболлари ҳам кенг ёритилган.

Шуни таъкидлаш лозимки, биз таълим-тарбия берувчилар олдида мустақил фикрловчи, ўз ақлий, ижодий қобилиятини амалда қўллай оладиган ёшларни тарбиялашни бош мақсад қилиб олганмиз. Бундай мураккаб вазифани бажаришда таълим жараёнини, айниқса, ҳорижий тилларни ўқитиш жараёнида педагогик ва ахборот технологияларидан унумли фойдаланишни тақозо этади. Шунинг учун ҳам талабалар билимини мустаҳкамлашда, таълим жараёнини қизиқарли ташкил этишда педагогик ва ахборот технологияларидан оқилона фойдаланиш ҳозирги давр талабидир.

Ҳорижий тилларни ўқитиш педагогик технологияларни қўллаш – бу тажриба жараёни эмас, балки уни ўқиш жараёнига тадбиқ қилишда дидактик талабларга риоя қилиш кераклиги ва шу билан бирга ўқитувчининг маҳоратини ижодий ишлаш имкониятларининг синови сифатида қабул қилиш лозим.

Педагогик технологияларга амал қилиш ўқитувчининг ўз фани бўйича кенг миқёсида билимларга эга бўлиши ва шу билимларни ўқув жараёнига қўллай билишни талаб қилади.

Замонавий таълимни ташкил этишга қўйиладиган муҳим талаблардан бири ортиқча руҳий ва жисмоний куч сарф этмай, қисқа вақт ичида юксак натижаларга эришишдир. Ҳорижий терминлар ва билимларни талабаларга етказиб бериш давомида маълум фаолият, кўникма ва малакаларини шакллантириш, талабалар томонидан эгалланган назарий ва амалий билимлар даражасини баҳолаш ўқитувчидан юксак педагогик маҳоратни, таълим жараёнига нисбатан янгича ёндашувни талаб этади.

Бугунги кунда ривожланган мамлакатларда талабаларнинг ўқув ва ижодий фаолликларини оширувчи, таълим тарбия жараёнининг самарадорлигини кафолатловчи педагогик технологияларни қўллашга доир катта тажриба тўпланган бўлиб, бу тажриба асосини интерактив методлар ташкил этади.[4]

Аввало, педагогик талабларнинг тўғри қўйилиши, педагог ва талаба ўртасидаги муомала маданияти, талаба билимини тўғри баҳоланиши таълим жараёнини ташкил этишнинг муҳим белгиларидан ҳисобланади. Мана шундагина ҳаттоки, билишни ҳоҳламайгина мудроқ ўтирган талаба ҳам дарс жараёнига киришиб кетганини сезмай қолади. Мана шундай қизиқарли методлардан “Тушунчалар таҳлили”, “9 олмос донаси”, “Домино”, “5x5x5”, “БББ”, “Бумеранг”, “Кластер” каби методларни мисол қилиш мумкин. Мазкур методлар юқорида айтиб ўтилганидек, техника фанларини ўзлаштириш жараёнида ўқитувчи ва талаба ўртасида ҳамкорликни қарор топтириш, таълим сифатини яхшилаш, ҳар бир талаба шахс сифатида намоён бўлиши учун зарур шарт- шароит яратишда муҳим аҳамият касб этади. Ҳорижий тилларни ўқитишда фойдаланиладиган интерактив методларни танлашда ўрганилаётган мавзу ёки ҳал қилиниши лозим бўлган масалага эътибор қаратишлари мақсадга мувофиқ бўлади. Бу жараёнда ўқитувчидан касбий маҳорат, малака, билимдонлик, сезгирлик, интуицияга эга бўлишини тақозо этади.

Бу методлар ўз моҳиятига кўра талабаларда билиш фаоллигини ошириш, кичик гуруҳларда ишлаганда мусобақа уюштириш, муаммолар бўйича шахсий қарашларини дадил, эркин ифодалаш, ечимини топганлар учун рағбатлантириш имкониятларига эга эканлиги билан алоҳида аҳамият касб этади. Мана шу қизиқарли методлар туфайли, талабаларнинг ҳорижий фанларини

ўзлашлаштириш жараёнида у қадар қийинчиликка учрамайди, ҳам қизиқарли, ҳам талабаларда мулоқатга киришувчанлик, жамоавий фаолият юритиш, мантиқий фикрлаш каби қобилиятларни тарбиялаш учун кенг имкониятлар яратади.

Шундай экан, илм–тараққиёт омили, келажак пойдеворидир. Уни қалбларга нур, турмушга фаровонлик бахш этадиган мўжизага ўхшатиш мумкин.

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**THE ORETICAL CONCEPT OF USING LANGUAGE
LEARNING STRATEGIES AND SELF-REGULATION SKILLS**

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Annotation: This article focuses on the critical roles learning strategies play in both academic readiness and in the self-regulation of learning that is needed for academic success in all categories of higher education.

Key words: Learning Strategies, Self- regulation, Cognition, Skill, Will, Elaboration.

Аннотация: В этой статье основное внимание уделяется важнейшей роли, которую стратегии обучения играют как в академической готовности, так и в саморегулировании обучения, которое необходимо для академического успеха во всех категориях высшего образования.

Ключевые слова: стратегии обучения, саморегуляция, познание, умение, воля, проработка.

Annotatsiya: Ushbu maqola oliy ta'limning barcha toifalarida akademik muvaffaqiyat uchun muhim bo'lgan ta'lim strategiyalari ham akademik tayyorgarlikda, ham ta'limning o'zini o'zi boshqarishida muhim rol o'ynaydi.

Kalit so'zlar: o'rganish strategiyasi, o'z-o'zini tartibga solish, bilim, ko'nikma, iroda, o'rganish.

Learning strategies have a long history dating back to the days of the caveman and cavewoman. Many cave paintings, according to some anthropologists, helped people recall time cycles, including when the season of heavy rains arrived and when animals that they could utilize as food migrated. The use of mnemonics (artificial memory aids) was invented by the ancient Greeks, who are renowned for it. They utilized mnemonics to assist them recall things like the points they wished to make in a speech before relatively simple writing tools and formats were created. For instance, they employed techniques using mental imagery, such as the loci (places) method.

After several studies showed that these techniques indeed improve memory in the early 1970s and into the 1980s, focus shifted to the cognitive mechanisms through which mnemonics functioned. The study of learning strategies from both an empirical perspective and an applied educational perspective was made possible by this research, as well as the influences of both Flavell's seminal work on metacognition (our thinking about and regulation of our own thinking) and Wittrock's development of his theory of generative learning (use of active cognitive processing leads to meaningful learning) (Flavell, 1979; Wittrock, 1974). These days, learning strategies are a part of all theories of strategic and self-regulated learning. The main elements of strategic learning are discussed in the next section, along with a model that summarizes these elements.

Learning strategies are a bit difficult to define since the nomenclatures used in cognitive educational psychology as well as in strategic and self-regulated learning have not yet been standardized across and within these fields of study. Fundamentally, learning strategies researchers and practitioners generally agree that learning strategies involve the use of cognition, metacognition, motivation, affect, and behavior to increase the probability of succeeding in learning, creating meaningful and retrievable memories, and performing higher-order cognitive tasks, such as problem solving (Boekaerts, Pintrich, and Zeidner, 2000; Paris, Lipson, and Wixson, 1983; Pintrich, 2000; Schunk and Zimmerman, 2007; Weinstein and Mayer, 1986; Weinstein, Tomberlin, Julie, and Kim, 2004; Zimmerman, 2000). Furthermore, the self-regulated use of learning strategies helps enable students to take

more responsibility for their own learning now and to become lifelong learners. The rapid development of advanced technology and the ever-expanding nature of workforce training will create ever-increasing demands for individuals to be lifelong learners (Cornford, 2002).

All three elements work together to generate efficient and effective learning. The total is more than the sum of the parts, much like a gestalt, and it is difficult to assign blame to any specific component or element inside a component. explores many learning techniques that can be applied to learning various kinds of stuff. Examples of how this knowledge is put to use include understanding how to use active repetition, elaboration techniques, reasoning abilities, and prior knowledge to accomplish learning objectives.

Strategic Learning Elements

Strategic learners possess the aptitude, determination, and self-control required to be successful and efficient students in a variety of educational settings (Weinstein and others, 2004, 2006). The Weinstein, Acee, and Jung (2010) model of strategic learning provides an overview of these elements. The elements of academic learning that are within a student's control are divided into three groups in this paradigm. Self-regulation is frequently employed in various models (such as Zimmerman, 2000) as a general framework for the fusion of skill and will components. Here, it is divided up to represent the management function it performs in educational settings.

Skill. The term "skill" refers to important knowledge of and proficiency with various cognitive techniques, including learning strategies. Knowing the performance requirements of various academic tasks, one's own personal learning preferences and strengths, and a variety of learning strategies that can be used to learn various types of content material are a few examples of the knowledge students need to succeed. Examples of how this knowledge can be put to use include understanding how to use active repetition, elaboration techniques, reasoning abilities, and prior knowledge to achieve learning objectives.

Will. Will is used to describe the affective and motivational elements of strategic learning that either support or undermine academic success. Setting, assessing, and using both short-term and long-term objectives are a few examples of the factors that lead to academic achievement. Other factors include employing future time perspective

and goal hierarchies to motivate students, building enabling beliefs, and cultivating a positive attitude toward learning. Self-sabotaging beliefs, low self-efficacy, high anxiety, and external performance attributions are a few examples of factors that hinder academic success.

Self-Regulation. The foundation and driving force behind how students manage their strategic learning on a global and real-time scales is self-regulation. applying a methodical approach to learning, macro-level time management (across weeks, months, and years), applying an instrumental approach to help seeking, and managing motivation for learning are all parts of this component on a global scale. Managing and reducing high levels of anxiety is one of the real-time elements, as is using metacognition to track learning success, monitoring and regulating the use of effective and efficient learning strategies, managing time on a micro level (during a task, over a few hours, or day by day), focusing attention, and maintaining concentration over time.

Here, we go over how to apply cognitive learning techniques including organization, elaboration, and rehearsal. In other chapters of this book, topics including motivation, self-regulation strategies, and metacognition are covered.

Practice tactics. Repetition of exposure to the material the learner is attempting to learn is used in rehearsal tactics. Using flash cards, listening to lecture recordings or podcasts repeatedly, repeating definitions, and underlining passages in a text are a few examples of rehearsal techniques. However, not all rehearsal techniques work well for picking up and applying fresh information and abilities. The primary tenet of passive rehearsal tactics, which was widely used in the nineteenth and early twentieth centuries, encourages easy repetition and little cognitive processing.

Passive rehearsal is thoughtless repeating, and it typically does not produce lasting learning. Active rehearsal learning procedures have been shown to be more successful in achieving learning objectives than passive rehearsal learning strategies (Ornstein, Medlin, Stone, and Naus, 1984; Simpson, Olejnik, Tan, and Supattathum, 1994). Active rehearsal techniques entail greater meaning construction and cognitive processing. Generally speaking, the goal of adopting active rehearsal tactics is to expand the window of opportunity for comprehension and learning. As opposed to simply repeating the words on the card (passive rehearsal),

using foreign-language flashcards to provide opportunities to think about the term, research its etymology, and apply it in conversation can be highly beneficial.

Elaboration Learning Strategies. The learner must engage in active cognitive processing in order to develop and use elaboration methods. Elaboration is the process of adding to or otherwise altering the information being learned in order to make it more significant and memorable. Elaboration techniques can take many different forms, like as paraphrasing, summarizing, making analogies, using compare-and-contrast techniques, attempting to apply the knowledge being learned, instructing someone else about it, and coming up with and responding to potential test questions.[2]

The most basic types of elaboration are summarizing and paraphrasing. Paraphrasing and summarizing require at least some amount of processing and understanding, as contrast to repeating, which does not require complicated cognitive processing. Simply memorized material can be repeated by learners without the need for understanding. However, it does take some amount of cognitive processing to change new knowledge by rephrasing it in one's own words or emphasizing the key points or ideas. [11]

Organizational Techniques. Reorganizing and developing fresh material in some sort of visual form is the subject of the organization strategies category of elaboration strategies. A few typical transformations that students can use to assist give new content they are studying meaning include creating outlines, cause-and-effect diagrams, mind maps, and relationship diagrams (Nilsson and Mayer, 2002). These many types of visual organizers (or reorganizers) share the same traits as elaboration methods in that they call for active and frequently complicated cognitive processes. [2]

Creating these representations requires a series of cognitive actions involved in the transformation of what is being learned into graphic form.

The necessity of a strategy repertoire. It is also crucial to note that the active cognitive processing involved—rather than the specific approach kids use—is what matters most. For a particular student, certain approaches could be more beneficial than others. Additionally, a student could discover that some tactics work better for a specific kind of learning assignment or topic area. Because of this, it's crucial for students

to build a repertoire of learning strategies that includes techniques from all three areas. These resources are necessary for students to access alternate tactics when their preferred ones do not work and to help them mindfully identify their preferences. A carpenter may have a favorite hammer, but she may not be able to use it for all tasks; for that reason, her toolbox contains several hammers that are available when the need arises. [13]

Teaching Learning Strategies

A variety of treatments have been created to assist college students in becoming more self-reliant and strategic learners. These range from developing learning center handouts and holding brief seminars to establishing a metacurriculum (teaching learning to learn as part of topic courses) and semester-long learning-to-learn courses. Weinstein and Hume, 1998; Weinstein, Husman, and Dierking, 2000; Weinstein and Mayer, 1986; Weinstein and others, 2006; Hattie, Biggs, and Purdie, 1996; Hofer and Yu, 2003; Pintrich, McKeachie, and Lin, 1987; Randi and Corno, 2000; Rubin, Chamot, Harris, and Anderson, 2007; Schunk and Zimmerman, 2007; Tuckman, 2003).

As the needs of the modern world change and evolve quickly, there is an increasing need for our inhabitants to be more educated, more skilled, and lifelong learners. However, the number of students entering postsecondary education who are not equipped to benefit from their studies is growing at a time when we have growing needs for an educated and skilled population and workforce. Programs have been created to assist students in succeeding in higher education, although they often concentrate on developing students' reading, writing, math, and study skills. These initiatives are crucial and necessary for academic success, but they are insufficient, and the outcomes have generally been unsatisfactory. Why would such potent treatments lead to such modest improvements in academic achievement and retention? In order to assume more accountability for their own learning processes, metacognitive control, motivation, and other generative learning ideas and actions, learners must also be strategic and self-regulatory. [21]

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АКТУАЛЬНОСТЬ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

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Аннотация.

Сегодня информационные технологии – это важнейший фактор, который оказывает влияние на качество системы образования. Основной привилегией выступает качество и уровень подготовки студентов в вузах, что есть залог успешного функционирования системы образования. Применение информационных технологий в образовательном процессе раскрывает творческие способности студентов в процессе обучения.

Ключевые слова: технологии, образование, мультимедиа, виртуальное пространство, компьютер, модернизация, интернет, образовательная система, учебный процесс.

Annotation.

Today, information technology is the most important factor that affects the quality of the education system. The main privilege is the quality and level of training of students in universities, which is the key to the successful functioning of the education system. The use of information technology in the educational process reveals the creative abilities of students in the learning process.

Key words: technology, education, multimedia, virtual space, computer, modernization, Internet, educational system, educational process.

Annotatsiya

Bugungi kunda axborot texnologiyalari ta'lim tizimi sifatiga ta'sir etuvchi eng muhim omil hisoblanadi. Oliy o'quv yurtlarida talabalarni tayyorlash sifati va darajasi asosiy imtiyoz bo'lib, bu ta'lim tizimining muvaffaqiyatli faoliyat yuritishining garovidir. Ta'lim jarayonida axborot texnologiyalaridan foydalanish o'quvchilarning o'quv jarayonida ijodiy qobiliyatlarini ochib beradi.

Kalit so'zlar: texnologiya, ta'lim, multimedia, virtual makon, kompyuter, modernizatsiya, Internet, ta'lim tizimi, o'quv jarayoni.

Современные информационные и коммуникационные технологии, которые еще буквально несколько лет назад казались далеким будущим, очень быстро стали реальным настоящим. На сегодняшний день информационные технологии являются одним из важнейших факторов, которые оказывают сильное влияние на качество системы образования как в мире, так и в республике. Для современной образовательной системы обучение – это, прежде всего, познавательная деятельность, которая ориентирована не только на получение знаний и умений. Изменение идет и в личности учащегося: в первую очередь, повышается интеллект, и основная направленность идет на саморазвитие. Высшее учебное заведение построено таким образом, что студент сначала обучается, а потом идет ступень, ориентированная на управление другими людьми и производственными структурами. Профессиональная компетентность, научная квалификация, подготовка кадров приводят к формированию нового типа специалиста, который с энтузиазмом находит творческий подход к решению проблемы. Главным направлением выступает качество и уровень подготовки студентов в вузах, что определяет эффективность функционирования всей системы образования. Необходимо разработать новые подходы в подготовке учителя, способного творчески и самостоятельно решать проблемы образования. Актуальность использования информационных технологий в образовательном процессе в вузе обусловлена, прежде всего, социальной потребностью в повышении качества образования и практической потребностью в использовании в высших образовательных учреждениях современных компьютерных программ. Модернизация учебного процесса, прежде всего, требует перехода от лекционных способов

освоения учебного материала к активным групповым и индивидуальным формам работы, организации самостоятельной поисковой деятельности студентов, что позволит готовить специалиста с выраженной индивидуальностью и организовать деятельность занимающихся в различных условиях. Этому может способствовать внедрение в учебный процесс информационных, компьютерных технологий и цифровых образовательных ресурсов. Хорошее владение информационными и коммуникационными технологиями преподавателями вузов является основой повышения качества образования. Использование информационных технологий для создания учебно-методического обеспечения позволяет повысить эффективность образовательного процесса. Компетентное использование информационных технологий преподавателем позволяет увеличить педагогическое воздействие на формирование творческого потенциала студента. Информационная составляющая образовательного процесса определяет содержательный аспект подготовки специалиста в университете.

Информационные технологии – это технологии и методы учебно- воспитательного процесса с использованием новых электронных средств обучения и в первую очередь ЭВМ, сюда он включает контроль знаний, обучающие системы, базирующиеся на искусственном интеллекте. Основная

задача информационных технологий в сфере образования – это разработка интерактивной среды управления процессом образовательной деятельности и доступ к современным информационно-образовательным ресурсам. В состав информационных технологий входят мультимедиа учебники, построенные на основе гипертекста различного рода познавательные сайты и многие другие источники. Информационные технологии в образовательном процессе оказывают значительное влияние на формирование современной информационной картины мира. Актуальность использования информационных технологий в образовательном процессе обусловлена социальной потребностью повышения качества образования, а также практической потребностью использования современных компьютерных программ. Основная цель применения информационных технологий в образовательном процессе – это, прежде всего, усиление

интеллектуальных возможностей учащихся в информационном обществе, а также индивидуализация и повышение качества обучения на всех ступенях образовательной системы. На сегодняшний день особой популярностью пользуется система дистанционного образования. Дистанционное образование представляет собой взаимодействие потоков обучающей и организующей учебный процесс информации посредством удаленного компьютера (сервера). На сегодняшний день дистанционное образование – это наиболее перспективная и эффективная система подготовки специалистов, имеющая огромный потенциал в XXI веке. Дистанционное образование – это комплекс образовательных услуг, которые предоставляются широким слоям населения с помощью специализированной информационно-образовательной среды, ориентированной на средства обмена информацией на любых расстояниях.

В заключение стоит отметить, что в сегодняшних реалиях внедрение информационных технологий в образовательный процесс имеет положительные и отрицательные моменты. Положительные моменты информационных технологий – это, прежде всего, облегчение процесса обучения студента, усиление интеллектуальных возможностей учащихся и, несомненно, повышение качества обучения на всех ступенях образовательной системы. Отрицательные моменты – проблема соотношения информации, т.е. в компьютере достаточно большой объем информации, которую студент не может полностью усвоить и понять (в отличие от компьютера). По мнению большинства специалистов, компьютер не может полностью заменить человеческого общения и понять тайну человеческой мысли. На современном этапе конструктивным является подход, согласно которому компьютер не следует противопоставлять преподавателю; его в большей степени целесообразно рассматривать как средство поддержки профессиональной деятельности обучающего. Информационные технологии в образовательном процессе способствуют тому, что имеют место наглядная демонстрация информации, значительная экономия средств и времени, повышенная заинтересованность студентов и оформление

результатов исследований, позволяющих анализировать влияние различных факторов на исследуемый процесс.

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3-SHO'BA

Xorijiy tillarni o'qitishda zamonaviy innovatsion usullar va axborot texnologiyalaridan foydalanish samaradorligi

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THE IMPACT OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH ON MOTIVATION AND ORGANIZATION OF STUDENTS' CLASSROOM CORPORATION

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Abstract At the present stage, vocational education is closely

related to competencies. One of the important professional competencies is digital. This is due to the fact that modern society processes a large flow of information that it receives via the Internet.

Keywords: digital technology, teaching English, education, motivation, development.

Аннотация На современном этапе профессиональное образование тесно связано с компетенциями. Одной из важных профессиональных компетенций являются цифровые технологии. Это связано с тем, что современное общество обрабатывает большой поток информации, которую оно получает через Интернет.

Ключевые слова: цифровые технологии, преподавание английского языка, образование, мотивация, развитие.

To date, innovative approaches and technologies are used in the educational process. Over the past 20-25 years, we can say about the revolutionary intervention in the learning process of new information technologies. The proof of the latter was the teaching of many disciplines using nanotechnology, starting from elementary school and ending with higher education. Young people of the XXI century use computers or tablets from primary school to university, since a significant amount of information is stored on the Internet.

In our context, we are talking about the field of education and focus on the use of the Internet in media education. Thus, in the world of innovative technologies and in the constant flow of new information and communications, the Internet has become an integral part of human life, access to which is real almost at any time and in any place.

Media education technologies help to combine the study of individual training courses and subjects into a single educational process, since one of the main tasks of media education is the formation of general information skills, culture of working with information, ethics and aesthetics of communication in the world of mass communications. Of course, while studying in high school, a student can take advantage of a huge flow of knowledge in a certain area with the help of media technologies.

The share of the presence of electronic media and various methods of working with them in the educational environment is

increasing daily. The introduction of computer technologies in education makes it possible, firstly, to increase the motivation of schoolchildren and students to study; secondly, to create favorable conditions for independent work.

Let's take a closer look at the process of motivation when using media technologies, since the practice of training shows that the success and effectiveness of any activity depends on the motivation and needs of a person. In fact, the motivation methodology should be used as a fundamental basis for all types of activities in the classroom. There is a question of inducing motivation to study, since motivation is an incentive to acquire knowledge necessary in further professional activity.

While studying at school, children have to study a number of subjects, the main provisions of which are important for the formation of their personality. Of course, all students have different interests. Some gravitate to the exact sciences, others to the humanities. In other words, some subjects are very interesting to students and the information received in the classroom is not enough for them. In this case, a network called the Internet comes to the rescue with an endless stream of information, motivating the student to study new material. At the same time, the student learns to work independently, which is especially important for any person.

Currently, the development of media technologies is taking place very quickly, and thanks to this, new forms of knowledge acquisition are emerging that allow changing the classical format of learning and teaching to a new level of learning. This point of view is held by Lapkin V.S. and others. Thus, multimedia computer technologies allow the teacher to combine all kinds of tools quickly, which just contribute to a deeper and more conscious assimilation of the studied material; save lesson time; saturate it with new and useful information. It is safe to say that the effectiveness of obtaining knowledge increases. On the other hand, media technologies contribute to the development of creativity, stimulate the educational process. Let's take the example of teaching a foreign language using media technologies.

Recently, distance learning forms have become increasingly popular, including when learning a foreign language, for both

schoolchildren and students, which provide students with the opportunity to gain knowledge at a distance. In this case, all the training material is presented in electronic form. It is worth noting that distance learning is particularly acceptable for people with disabilities. However, during the pandemic in 2020, the entire educational process was transferred to a remote form of obtaining and evaluating knowledge.

It is safe to say that the form of distance learning as a forum can contain a large amount of information on a specific topic, which is presented for discussion. The forum can be held with or without the participation of a teacher. We believe that such a form as a forum is very useful in teaching a foreign language and should be introduced into the learning process, since it is practically not used when teaching a foreign language.

Modern methods of teaching in higher education, including a foreign language, involve various types of distance learning classes for students. Namely:

Chat classes are classes in a chat with a teacher. All students should join it and be in touch.

Web classes are various kinds of seminars, practical classes, conferences.

Teleconferences are a group of newsletters that students use via email.

For the implementation of distance learning, each student and teacher has a login and password to log in to the system, through which the student takes control papers, passes testing; has the opportunity to get lecture material, assignments, video lectures using technical means - a computer, tablet or laptop. On the other hand, the teacher has the opportunity to monitor the tasks performed by the student, control work, and provide educational material.

It is worth dwelling on the use of distance learning during the pandemic, when communication restrictions were established. Almost all educational institutions have been transferred to this form of training and work with students. The main condition is the availability of electronic media and Internet connection. According to the curriculum, students received information on video lectures, assignments for practical tasks. It is worth noting that the study time

allocated under the program for learning a foreign language was divided into conducting classes in the online broadcast mode and checking the completion of tasks asynchronously. From the time spent during the pandemic, it can be concluded that the student had to constantly perform testing, control and practical tasks.

In this case, students acquired stable automated skills. Indeed, the formation of theoretical and practical skills is achieved in the process of systematic study of materials and listening, and repetition of exercises for the speaker on audio and video media, flash cards. Distance learning makes it possible to combine both study and work for students in parallel, which in turn gives more prospects for personal and professional growth in general.

Summing up the above, it is safe to say that distance learning as a variation of modern methods of teaching and learning, including foreign language, contributes to the formation of skills of independent search for answers, as well as learning through interaction. The main focus, from our point of view, should be on the interaction of students with each other. You can add the already established opinion that the use of media technologies will increase, about what this is evidenced by the presence of electronic media in the educational space and the deepening of methods of working with them. This aspect allows students to develop a positive attitude to the process of learning new material, stimulates independent study of new things, and creates favorable conditions for systematic academic work. All of the above are prerequisites for the formation of a highly qualified specialist of the future.

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DIGITAL FLUENCY AS A NEW COMPETENCE ACQUIRED IN ENGLISH LANGUAGE INSTRUCTION

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Abstract The paper considers digital competencies that have become an integral element in teaching foreign languages. The vector of future changes in technologies and methods of teaching foreign languages is indicated. The content of the new reality is

revealed, which teachers of foreign languages already face in their professional activities on the example of higher educational institutions.

Keywords: digital competence, English language teaching, digital technologies, teaching methods, trends.

Аннотация: В статье рассматриваются цифровые компетенции, которые стали неотъемлемым элементом в обучении иностранным языкам. Обозначен вектор будущих изменений в технологиях и методах преподавания иностранных языков. Раскрывается содержание новой реальности, с которой преподаватели иностранных языков уже сталкиваются в своей профессиональной деятельности на примере высших учебных заведений.

Ключевые слова: цифровая компетентность, преподавание английского языка, цифровые технологии, методы обучения, тренды.

Today, digital technologies have become the basis of the activity and functioning of most spheres of human activity. There is an opinion that digital transformation – the process of introducing digital technology and transferring familiar processes into digital reality – mainly affects the economic sphere, but in practice this is not the case. The educational sphere has also taken a special place in the course of digital transformation. Specialists in this field, starting from the administrative levels of management and ending with the teaching staff faced with the need to acquire new – digital competencies, the possession of which has become an integral component for the further development of the educational environment. And constantly emerging new educational technologies, such as MOOCs (massive open online courses), digital training services, etc. create significant competition for traditional higher education and at the same time accelerate the digital transition. The most acute issue is the competition between traditional foreign language learning and online learning.

Considering the statistics of the use of digital technologies for distance learning, it can be seen that in Kazakhstan it is gradually increasing, actively developing the presence of digital competencies mandatory.

Employees from among the teaching staff engaged in teaching foreign languages need to have the following digital competencies:

1. The ability to competently apply and use visualization and multimedia tools (various presentation techniques, video and audio materials, VRF and AR technologies).

2. Mastering advanced digital technologies and their competent implementation in the learning process (various quizzes, role-playing games and working with language competencies in the digital space).

3. The ability to work in a team and apply network collaborations (the introduction of native speakers into the educational process for deeper learning of students, through the establishment of cooperation, mainly in the network space).

In addition, foreign language teachers should master such competencies as: a high level of flexibility and the ability to change, the ability to use innovations, the ability to teach students to work in the digital space, since this requires a high level of independence from students.

Thus, a competent foreign language teacher should develop the previously mentioned digital competencies, as well as closely related "soft" skills that will facilitate work with students.

Considering the changes that occur with the advent of digital technologies, the following vectors of their further progress can be identified:

1. Gamification of teaching through digital services – in this case, we are talking about a game-based learning format that makes it much better to teach a language. The format of the game can be different and depends on the resource used. The most popular can be called learning a language in the format of a quiz or by clippings from the most popular movies / TV series.

2. Digital transformation of applied techniques – rooting the use of digital services such as online translators, voice assistants, simultaneous translation of videos. All this sets a general tendency to move away from the usual study of the grammatical structure of the language and move to the study of its purpose – i.e. use in communication.

Thus, we can say that digital technologies penetrate deeply into

all spheres of human activity, including the educational sphere. All levels of management are subject to changes. The teaching staff in higher educational institutions is faced with the need to develop digital competencies and corresponding "soft skills". This need becomes especially urgent for teachers of humanities, especially teachers of foreign languages. The abundance of various resources creates a high level of competition. In general, two vectors of development are outlined: the gamification of the learning process and the digital transformation of the applied techniques, which requires additional study and consideration.

Finally, on the way to digital fluency, it is noteworthy that the teaching context can jeopardize the teaching practice, taking into account that the lack of institutional support can be considered as a major impact. Nevertheless, for the use of technology in the classroom not to be an individual and single event in a curriculum that presents itself as distant from the changes in society in the technology era, a collaborative bridge has to be created not only between teachers and machines, or between teachers and learners through machines, but in a higher level between higher education institutes, schools and the government.

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MODERN WAYS OF USING SOCIAL NETWORKS IN TEACHING ENGLISH IN THE FRAMEWORK OF THE “FLIPPED CLASSROOM” MODEL

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ТҮЙІН:

Мақала flipped classroom моделі шеңберінде ағылшын тілін оқытуда әлеуметтік желілерді қолданудың заманауи әдістеріне арналған. Ауыстырылған сынып үлгісі - бұл студенттер дәрістерді сыныпта тыңдайтын және

үй тапсырмасын үйде орындайтын дәстүрлі оқыту үлгісінен өзгеріс. Бұл модельде студенттер материалдарды алдын ала зерттейді және сабақта тәжірибелік тапсырмалар мен жобалармен жұмыс істейді. Әлеуметтік медианы мұғалімдер мен студенттер материалдар мен ақпаратты бөлісу және студенттер бір-бірімен байланысып, ынтымақтаса алатын қауымдастықтар құру құралы ретінде пайдалана алады. Әлеуметтік желілерді онлайн сабақтарды өткізу, бейне оқулықтар жасау және интерактивті тапсырмаларды жасау үшін де пайдалануға болады. «Flipped classroom» моделі шеңберінде ағылшын тілін оқытуда әлеуметтік желілерді пайдаланудың артықшылығы – оқытуды дараландыру, оқушылардың ынтасын арттыру және олардың коммуникативті дағдыларын дамыту мүмкіндігі. Сонымен қатар, әлеуметтік желілерді пайдалану студенттер үшін кері байланыс пен бағалау процесін айтарлықтай жеңілдетеді. Осылайша, әлеуметтік желілерді ағылшын тілін вернелген сынып үлгісінде оқытуда пайдалану мұғалімдерге оқыту сапасын және оқу процесінің өзін жақсартуға көмектесетін тиімді құрал болып табылады.

Резюме:

Статья посвящена современным способам использования социальных сетей в обучении английскому языку в рамках модели перевернутого класса. Модель перевернутого класса предполагает изменение традиционной схемы преподавания, при которой учащиеся слушают лекции в классе и выполняют домашнее задание дома. В этой модели учащиеся заранее изучают материалы и работают над практическими заданиями и проектами в классе. Социальные сети могут использоваться учителями и учащимися в качестве инструментов для обмена материалами и информацией, а также для создания сообществ, в которых учащиеся могут общаться и сотрудничать друг с другом. Социальные сети также можно использовать для проведения онлайн-уроков, создания видеоуроков и интерактивных заданий. Преимуществом использования социальных сетей при обучении английскому языку в рамках модели перевернутого класса является возможность индивидуализации обучения, повышения мотивации учащихся и развития их коммуникативных навыков. Кроме того, использование социальных сетей может значительно упростить процесс обратной связи и оценки учащихся. Таким образом, использование социальных сетей при преподавании английского языка в модели перевернутого класса является эффективным инструментом, который может помочь учителям улучшить качество преподавания и сам процесс обучения.

Abstract:

The article is devoted to modern ways of using social networks in English language teaching as part of the Flipped Classroom model. The Flipped Classroom model involves inverting the traditional pattern of teaching, where students receive lectures in class and do their homework at home. In this model, students study materials in advance and work on practical assignments and projects in class. Social networks can be used as tools for teachers and students to share materials and information and to create communities where students can communicate and collaborate with each other. Social networks can also be used for conducting online lessons, creating video tutorials and interactive assignments. The advantage of using social networks in teaching English as part of the Flipped Classroom model is the possibility of individualizing learning,

increasing students' motivation and developing their communication skills. In addition, the use of social networks can significantly simplify the process of student feedback and assessment. Therefore, the use of social networks in teaching English in the Flipped Classroom model is an effective instrument which can help teachers to improve the quality of teaching and the learning process.

Кілттік сөздер: элеуметтік желілер, ағылшын тілін оқыту, flipped classroom, жеке оқыту, коммуникативті дағдылар, мотивация, бірлескен оқыту, кері байланыс, бағалау.

Ключевые слова: социальные сети, обучение английскому языку, перевернутый класс, индивидуальное обучение, коммуникативные навыки, мотивация, совместное обучение, обратная связь, оценивание.

Keywords: social networks, teaching English, flipped classroom, individualized learning, communication skills, motivation, collaborative learning, feedback, assessment.

One of the concerns that educators have in today's classroom is the attitudes of the learners. They are unwilling to participate in the discussion, shy to give opinions and timid to try new things. These passive learners have low ability in problem-solving and they are very dependent towards the teachers, or their peers with advanced proficiency level. The traditional teaching and learning method do not allow the learners to have time in discussing their lesson. The teachers act as information providers by providing a lot of input and the learners gradually became passive learners. There is insufficient time for any discussion to take place in the traditional classroom. Modern researchers have stated that students' dependence on the traditional approach to teaching and learning requires the transformation of old methods into modern learning strategies.

The Flipped Classroom is a teaching model that involves inverting the traditional approach to teaching. In this model, students watch lectures, read texts, and study course materials at home or outside of class, and then attend class to apply their knowledge, solve problems, and receive feedback from their teachers. The aim of the Flipped Classroom is to promote active learning, improve students' engagement, and facilitate individualized learning [1, p.5].

The concept of the Flipped Classroom model has been around for several decades, but it wasn't until the early 2000s that it began to gain popularity as a formal teaching method. The term "Flipped Classroom" was first coined by two high school teachers, Jonathan Bergmann and Aaron Sam's, in 2007. They were teaching in a rural school in Colorado and were looking for a way to engage students who were struggling to keep up with the pace of their classes. They began recording their lectures and posting them online, so students could watch them at home and come to class ready to work on projects, solve problems, and engage in discussions. Their approach was quickly embraced by other educators, particularly in the STEM fields, and soon the Flipped Classroom model began to spread across the United States and around the world. In 2012, the New York Times declared it the "hot new thing in education." Since then, the Flipped Classroom model has continued to evolve, with teachers experimenting with different strategies and technologies to improve its effectiveness. Today, it is widely used in both schools and higher education, and has been shown to have a positive impact on student learning outcomes and engagement [2, p.82].

The Flipped Classroom model offers several benefits for both students and teachers, including:

Personalized learning: By providing students with access to course materials outside of class, the Flipped Classroom model allows them to learn at their own pace and according to their own learning style. This can help to improve their understanding of the material and increase their motivation to learn.

Active learning: In the Flipped Classroom model, class time is devoted to hands-on, interactive activities that engage students in critical thinking, problem-solving, and collaboration. This can help to promote deeper learning and retention of the material.

Increased student engagement: Because the Flipped Classroom model encourages active learning and student-centered instruction, it can help to increase student engagement and participation in the learning process.

Flexibility: The Flipped Classroom model allows students to access course materials at any time and from any location, which can be particularly beneficial for students with busy schedules or other commitments outside of school.

Improved teacher-student interaction: By freeing up class time for more interactive and collaborative activities, the Flipped Classroom model allows teachers to provide more individualized feedback and support to students, which can help to improve learning outcomes.

Access to technology: The Flipped Classroom model relies heavily on technology and online resources, which can help to promote digital literacy and prepare students for the demands of the 21st-century workforce. Flipped Classroom model has the potential to improve student learning outcomes, engagement, and motivation, while also providing teachers with a more flexible and effective way to deliver instruction [3, p.20].

Although the Flipped Classroom model offers many benefits, it also has some potential drawbacks, including:

Dependence on technology: The Flipped Classroom model relies heavily on technology and online resources, which can be a barrier for some students who do not have access to reliable internet or devices. This can create an unequal learning environment and limit participation.

Initial workload: Implementing the Flipped Classroom model requires significant time and effort from teachers, especially in creating and producing high-quality video lectures or other materials. This can be a burden, especially for teachers who are already stretched thin.

Lack of structure: The Flipped Classroom model can be challenging for students who prefer a more structured classroom environment, as it relies heavily on student motivation and self-direction.

Potential for passive learning: Although the Flipped Classroom model aims to promote active learning, some students may still watch lectures passively without engaging with the material. This can result in shallow learning and poor retention of the material.

Difficult to assess learning: The Flipped Classroom model can make it challenging for teachers to assess student learning effectively, as much of the learning takes place outside of class. This can make it difficult to identify areas where students need additional support or feedback.

Potential for equity issues: The Flipped Classroom model can exacerbate existing equity issues, as students with less access to technology or other resources may fall behind their peers.

Incorporating social networks into the Flipped Classroom model can enhance student engagement, motivation, and collaboration. Here are

some modern ways of using social networks in teaching English within the Flipped Classroom model:

1. Social networks for discussions and feedback: Teachers can use social media platforms like Twitter, Facebook, or Instagram to encourage discussions and provide feedback on student work. Students can use hashtags or groups to discuss class topics, share resources, and receive feedback on their assignments.

2. Video sharing platforms: Teachers can use video sharing platforms like YouTube or Vimeo to create and share instructional videos. Students can watch these videos outside of class, freeing up class time for more interactive activities.

3. Virtual classrooms: Teachers can use virtual classroom platforms like Google Classroom or Moodle to share course materials, assignments, and quizzes. Students can access these materials at any time and from any location, making it easier for them to learn and stay on track.

4. Collaborative tools: Teachers can use collaborative tools like Google Docs or Padlet to encourage student collaboration and co-creation of content. These tools allow students to work together on projects, share ideas, and provide feedback to one another [4, p.34].

5. Online games and quizzes: Teachers can use online games and quizzes to make learning more fun and interactive. Platforms like Kahoot or Quizlet allow teachers to create games and quizzes that test students' knowledge of course materials.

6. Multimedia projects: Teachers can assign multimedia projects like creating videos or podcasts to help students develop their language skills and creativity. Social media platforms can be used to share and promote these projects, encouraging students to take pride in their work and engage with their peers.

In today's digital age, social networks are an integral part of our lives. Social media platforms like Facebook, Instagram, and Twitter have revolutionized the way we communicate and share information. In the field of education, social networks are increasingly being used to enhance learning and teaching. In this article, we will discuss the use of social networks in teaching English in schools.

One of the primary benefits of using social networks in teaching English is that it can help students to develop their language skills in a more engaging and interactive manner. Social networks offer a range of

multimedia tools that can be used to enhance language learning, including videos, podcasts, and interactive quizzes. These resources can be used to create a more dynamic learning environment that is more stimulating and engaging for students. Another benefit of using social networks in teaching English is that it can help to foster a more collaborative learning environment. Social networks offer a range of communication and collaboration tools that can be used to facilitate group work and discussion. For example, teachers can use online discussion forums or chat rooms to encourage students to interact with each other and share ideas. This can help to build a sense of community among students and promote the exchange of ideas and perspectives.

Social networks can also be used to provide students with access to a wider range of English language resources. Teachers can use social networks to share articles, videos, and other resources related to English language learning. This can help to broaden students' horizons and expose them to different perspectives and cultures [5, p.18].

However, it is important to ensure that the use of social networks in teaching English is done in a responsible and safe manner. Teachers should ensure that students are aware of the risks associated with social media and that they are using these platforms in a responsible and ethical way.

Social networks can be an effective tool for enhancing English language learning in schools. By providing access to a range of multimedia resources and facilitating collaborative learning, social networks can help to create a more dynamic and engaging learning environment. However, it is important to ensure that students are using social networks in a responsible and safe manner.

By using social networks in combination with the Flipped Classroom model, teachers can create a more engaging and collaborative learning experience for students. However, it is important to carefully consider the appropriate use of social networks and to ensure that all students have equal access to these resources.

Consider some educational e-resources that can be used to develop learning materials for the 'flipped classroom'. Using the iSLCollective, ThingLink, PlayPosit e-Learning resources, a teacher can create interactive videos using a template that integrates comprehension

questions, open-ended questions, pictorial or verbal visuals to semantize new lexical units (audio recording, text, illustration).

The EDPuzzle service allows creating an interactive quiz on the basis of a video clip, recording voice comments and explanations of a video, or giving a full voiceover to a video clip. This electronic educational resource provides the opportunity to create virtual groups of students and monitor the performance of the tasks offered by the teacher.

With Wizer you can create interactive worksheets based on a video with different kinds of tasks: multiple choice questions, open questions, discussions on a certain topic, combining text and images.

Using such platforms as Mindomo, Freemind, Mindmeister teachers and students can create virtual graphic organizers allowing them to extract and structure necessary information from video, audio and text fragments and to process them semantically.

The test platforms Kahoot, Socrative, Poll Everywhere, Educaplay, Triventy, Quizlet allow the teacher to develop interactive test tasks in the form of quizzes, polls, interactive maps, rebuses, crosswords, quizzes, puzzles, interactive dictations.

On virtual platforms Padlet, Linoit, Scrumbler and podcast platforms Voicethread, Voxopop the teacher can organize paired and/or group interaction of students. These platforms allow learners to independently record audio and video files containing statements on an issue identified in the assignment.

These resources are a good tool for developing students' speaking skills, as well as allowing students to demonstrate their level of foreign language communication competence. Students can listen to their own speech, recordings of other group members and leave an oral comment.

These resources are an excellent means of engaging students who are shy or reluctant to participate in discussions in a foreign language. Working with educational podcasts enables the development of students' independent work skills, their ability to plan how to achieve learning objectives, self-monitoring and self-assessment [2, p.83].

The language social network is an aid to the teaching of English. The teacher only needs to organize the students' independent or group work properly. In social networks, students can find a lot of useful information that they need to complete a task successfully. Using the language social networks in learning English makes learning interesting

and engaging. Moreover, they increase a person's motivation to learn English, both in the classroom and at home, which opens up new prospects for the development of students' independent work. With the help of social media, anyone can get additional useful information about an issue of interest. Information videos, forums of authors of print media, magazines and newspapers, educational audio and video recordings are available to students. Therefore, we have every reason to believe that social networking is an effective method of teaching English.

In conclusion, the use of social networks in teaching English in the framework of the "Flipped Classroom" model offers numerous benefits for both teachers and students. The flipped classroom model allows students to learn at their own pace and engage with the material in a more interactive manner, while social networks offer a range of multimedia resources and communication tools that can enhance the learning experience. Moreover, the use of social networks can foster a more collaborative learning environment and promote the exchange of ideas and perspectives among students. However, it is important to ensure that the use of social networks is done in a responsible and safe manner, and that students are aware of the risks associated with social media. Overall, the integration of social networks into the flipped classroom model has the potential to revolutionize the way we teach and learn English in schools.

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННО-КОММУНИКАТИВНЫХ ТЕХНОЛОГИЙ КАК ФАКТОР ПОВЫШЕНИЯ КАЧЕСТВА ЗНАНИЙ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В этой статье анализируются необходимости и актуальности использования информационных коммуникативных технологий в процессе обучения иностранному языку, как обогащать учащихся знаниями, умениями и навыками, что важно применять такие виды методик в своей работе для того, чтобы научить учащихся общаться в «мире без границ».

Ключевые слова: информационно коммуникативная технология иностранные языки, мультимедийные технологии

Annotation: This article analyzes the need and relevance of using information and communication technologies in the process of teaching a foreign language, how to enrich students with knowledge, skills and abilities, that it is important to apply these types of techniques in their work in order to teach students to communicate in a "world without borders".

Key words: information and communication technology, foreign languages, multimedia technologies

Развитие общества сегодня диктует необходимость использовать новые информационные технологии во всех сферах жизни. Поставленная Президентом Республики Таджикистан Эмомали Рахмоном задача вхождения Таджикистана в число 50 наиболее конкурентоспособных стран мира требует повышения конкурентоспособности и качества образования.

Одним из национальных приоритетов является развитие человеческих ресурсов, ведущая роль, принадлежит образованию для повышения уровня качества образовательного процесса, напрямую зависит от внедрения информационных технологий в образовательном процессе.[1.С.2.]

Век нынешний – это век информационный. Современная педагогика основана на единстве знаний и умений, соответствующих уровню развития науки, техники и их продукта – информационных технологий. Сегодня внимание уделяют использованию информационных технологий в школе.

Информационно-коммуникационные технологии (ИКТ) обучения на уроках английского языка являются эффективным педагогическим средством изучения иноязычной культуры и формирования коммуникативных навыков. Применение ИКТ способствует ускорению процесса обучения, росту интереса учащихся к предмету, улучшают качество усвоения материала, позволяют индивидуализировать процесс обучения и дают возможность избежать субъективности оценки. Уроки иностранного языка с использованием ИКТ отличаются разнообразием,

повышенным интересом учащихся к иностранному языку, эффективностью.

В современных условиях наиболее актуальной задачей образования является формирование коммуникативной культуры учащихся. Для компетентного учителя характерна тесная взаимосвязь теоретических и практических знаний. При внедрении информационных коммуникационных технологий названное единство обеспечивает продуманность их использования, что будет способствовать улучшению процессов преподавания и обучения.

В наше время компьютер - первый помощник и советник учителя, т.е. способствует эффективному усвоению учебного материала. Увеличивается объём материала за счет экономии времени. Компьютер позволяет оптимизировать труд учителя. Он дает возможность хранить огромное количество материала и готовых разработок уроков. Например, на уроках английского языка применяются разнообразные ресурсы: карточки, презентации, дидактический материал, тесты.

Общеизвестно, что нельзя двигаться вперед с головой, повернутой назад, а потому недопустимо в школе XXI века использовать неэффективные, устаревшие технологии обучения, изматывающие и ученика, и учителя, требующие больших временных затрат и не гарантирующие качество образования.

И действительно, сегодня мы, учителя, являемся участниками вхождения в образование стандартов нового поколения. Особенностью современного образования является внедрение в учебный процесс информационно-коммуникационных технологий (ИКТ).

В современном мире мощный поток информации, влияние современных медиатехнологий оказывают огромное влияние на любого человека. Современный ребенок с большим удовольствием посмотрит фильм по телевизору, чем прочтет художественное произведение. Практически все свое свободное время дети проводят, играя в компьютерные игры, поэтому и настроены в большей степени на получение информации с помощью медиа средств.

В современном обществе все более возрастает роль иностранных языков. Их изучение дает молодежи возможность приобщиться к мировой культуре, использовать в своей

деятельности потенциал обширных ресурсов глобальной сети Интернет, а также работать с информационными и коммуникационными технологиями и мультимедийными средствами обучения.

Говоря об эффективности применения компьютерных технологий в обучении иностранному языку, можно утверждать, что для того, чтобы считаться грамотными людьми, ученикам нужно учиться использовать компьютеры для исследовательской работы, развития навыков письменной речи и формирования коммуникативной компетенции.

Использование информационно-коммуникационных технологий в обучении английскому языку на уроках позволяет мне достичь две цели:

- совершенствовать навыки владения языком;
- повышать уровень компьютерной компетентности, необходимой для жизни и работы в современном обществе.

Компьютерная поддержка может использоваться на всех этапах обучения иностранному языку: при объяснении нового материала, закреплении, повторении, контроле знаний, умений и навыков. При этом компьютер для учащихся выполняет различные функции: учителя, рабочего инструмента, объекта обучения, сотрудничающего коллектива, игровой среды.

Сейчас во всех школах идет раннее обучение учащихся иностранным языкам, и наша школа не исключение. Поскольку у детей младшего школьного возраста преобладает наглядно-образное мышление, большое внимание уделяется демонстрационному материалу. Часто на уроках иностранного языка процесс вовлечения учащихся в устную речь по различным темам бывает неинтересным. При работе с использованием компьютера это исключено, так как необходимые на уроках наглядность и ситуации на мониторах вполне реальны – “изображения” движутся, разговаривают по-английски, задают вопросы и т.д.

Основываясь на психологических и физиологических особенностях детей младшего школьного возраста, необходимо также отметить, что на данном этапе наиболее результативным является игровое обучение, которое позволяет сформировать новые знания, умения и навыки, вовлекая детей в захватывающий мир

игры. Такое обучение возможно при использовании обучающих компьютерных программ.

Особое внимание на уроках иностранного языка уделяется самостоятельной работе обучающихся по поиску необходимой информации. Для этого как нельзя лучше подходит урок-проект. Обучающимся очень нравится такая форма работы на английском языке, тем более, что для ее выполнения они используют ИКТ.

На подготовительном этапе дети используют ресурсы глобальной сети Интернет для сбора информации. Далее они создают мультимедийную презентацию в программе Microsoft Power Point, размещая на слайдах все полученные данные. Свои работы ученики оформляют красочными рисунками, таблицами, схемами, анимационными эффектами, звуковыми и видео файлами. Необходимо также наличие на слайдах ключевых слов или фраз, которые помогают им сделать сообщение по теме. Такие выступления вызывают большой интерес одноклассников и много вопросов, что является хорошим стимулом для разговора на языке. Для каждого учащихся это возможность выразить и показать себя, свои интересы, приобретенные навыки. Замечено, что ученики с большим энтузиазмом создают презентации о себе, своей семье, своих увлечениях. На данный момент обучающимися уже созданы мультимедийные презентации по следующим пройденным темам: «Моя семья», «Моя школа», «Мои питомцы», «Мой любимый магазин», «Праздники по всему миру», «Молодежные субкультуры», «Идеальный друг», «Проблемы окружающей среды», «Здоровый образ жизни» и многие другие. Презентации учащихся это не только рассказы о фактах своей жизни и своего окружения, но и попытка прокомментировать их и высказать свое мнение.

Компьютер является хорошим подспорьем и при обучении фонетической стороне речи. С помощью ИКТ мною используется прием визуализации произношения. Мультимедийные возможности позволяют прослушать речь на изучаемом языке, а регулирование скорости звучания позволяет разбивать фразы на отдельные слова, параллельно сопоставляя произношение и написание слов.

Неизменным помощником компьютер является и при обучении аудированию. Ученикам предоставляется возможность прослушать

аутентичные тексты, а затем осуществить контроль правильности понимания услышанного.

На уроках английского языка ИКТ предоставляются учащимся возможность использовать различные справочные пособия и словари, которые можно вызвать на экран при помощи одного лишь щелчка по мышке. Мультимедийные презентации помогают также заполнить паузы между этапами урока. Так, например, в качестве физкультминутки можно использовать так называемую паузу психологической разгрузки. Средствами ИКТ создаются различные презентации, которые в течение 1-2 минут показа переключают внимание учащихся, помогают ему расслабиться. Негромко звучащая очень красивая мелодия, плавно сменяющие друг друга картинки успокаивают, настраивают на позитив, снимают чувство напряжения, тревоги. В качестве звукового сопровождения можно также использовать звуки природы, плещущихся волн.

Итоговые уроки по теме по мере возможности организовываются также с использованием ИКТ. Тестовый контроль с помощью компьютера предполагает возможность быстрее и объективнее, чем при традиционном способе, выявить знание и незнание обучающихся. Учащиеся могут узнать свой результат сразу после тестирования. Кроме того, применение ИКТ дает возможность избежать субъективности оценки.

Но, несмотря на перечисленные преимущества, следует также помнить, что использование компьютера без учета особенностей дидактических процессов, несоблюдение режима работы учащихся за персональным компьютером оказывает негативное влияние на здоровье школьников и на учебно-воспитательный процесс в целом, поскольку работа с компьютером связана со значительными умственными, зрительными и нервно-эмоциональными нагрузками. Поэтому, учитывая здоровье сберегающую сторону учебного процесса, учитель должен следить за тем, чтобы использование ИКТ на уроке не превышало 15-20 минут.

Компьютер – это наше будущее. Работа на нем обучает детей новому более простому и быстрому способу получения и обработки информации, помогает интеллектуальному росту учащихся, ускоряет процесс мышления. С другой стороны – нельзя уповать только на компьютер и превращать его в единственный источник

знаний об окружающем мире, заменяющий книги, игрушки, а главное – живое общение.

Для себя же мы сделали вывод, что в XXI веке компьютеры в целом и сеть Интернет, в частности, являются обязательным компонентом общей грамотности человека.

Использование презентаций целесообразно на любом этапе изучения темы урока: при объяснении нового материала, закреплении, повторении, контроле. Используя компьютер, можно организовать на уроке индивидуальную, парную и групповую формы работы. Однако необходимо помнить, что компьютер не может заменить учителя на уроке.

Умелое использование информационно – коммуникативных технологий на уроках английского языка не только повышает эффективность, но, в первую очередь, способствует повышению познавательных потребностей учеников. Каждый учитель английского языка в состоянии планировать свои уроки таким образом, чтобы использование компьютерной поддержки было наиболее продуктивным, уместным и интересным для учащихся увлекательным и запоминающимся зрелищностью, яркостью, новизна компьютерных элементов урока. При проведении уроков учитель английского языка и использует презентации на этапе актуализации знаний, при закреплении знаний, для обобщения и систематизаций знаний.

Компьютерные задания составляются в соответствии с содержанием учебного предмета и методикой его преподавания, развивающие, активизирующие мыслительную деятельность и формирующие учебную деятельность учащихся.

С помощью MS Word разрабатываются проверочные тесты, контрольные задания, карточки, дидактический материал, путешествия в биографию писателей, викторины, позволяет расширять возможности учебного процесса, сделать его более эффективным и разнообразным, повышают интерес к обучению, умножает мотивацию в обучении, применяются средства информационно – коммуникативных технологий, обучающиеся уже имеют навыки работы с компьютерными технологиями. [8]

Выделяются основные возможности информационно – коммуникативных технологий, которые поможет построить

комфортные условия на уроке и достичь высокого уровня усвоения материала: создание и подготовка дидактических материалов (варианты заданий, таблицы, карточки); создание презентаций на определенную тему по учебному материалу; поиск и использование Интернет-ресурсов при подготовке урока. Учащиеся на интерактивной доске выполняли задания в группах, индивидуально, в парах.

На этапе вызова мною часто использовались демонстрационные средства информационно – коммуникативных технологий: интерактивная доска, презентация Power Point, компьютер, интерактивная доска и компьютер дают возможность создать благоприятный психологический настрой на уроке.

На первом же уроке после психологического настроя подключаются интерактивная доска со слайдом, на котором были написаны дата, тема урока. На первом урока «Слово и его лексическое значение» спрашивается у ребят, как они понимают эти строчки, которые они видят на слайде.

На стадии вызова применяются мозговой штурм, для общего восприятия вопросы были отражены на интерактивной доске. Для подтверждения теоретических сведений по лексике на интерактивной доске демонстрируются слайд с наглядными иллюстрациями: омонимов, антонимов, синонимов. На стадии осмысления, на интерактивной доске были задания для индивидуальной, групповой и коллективной работы.

Второй урок на тему «Общеупотребительные и не общеупотребительные слова» На стадии вызова для мотивации была предложена орфографическая задача, учащиеся в паре на компьютере решали задачу, а ответ высвечен был на интерактивной доске. Работая в паре, заполняли на каждом этапе графу таблицы. На стадии осмысления в группе на компьютерах решали кроссворд, решали орфографическую задачу.

На третьем уроке я также применяю идеи модуля информационно – коммуникативных технологий. В процессе урока используются слайды «Что такое историзмы и архаизмы». Для индивидуальной работы ребятам были предложены задания напечатанные MS Word: «Думай сам, в паре, в группе»

В ходе урока были задания групповые, индивидуальные задания, выполнялись на компьютерах в MS Word:

На стадии осмысления. Коллективная работа. Работа в тетради, проверка по слайду. Индивидуальная работа на компьютерах: подобрать нужные слова и добавить их в загадки. На этапе рефлексии ребята ответили на вопросы, на доске слова великих людей о значении слова и образной речи человека.

Таким образом, применение информационно – коммуникативных технологий на уроках английского языка, верой и правдой, носить щадящий характер. Планируя, свои уроки, я тщательно продумывала цель, место и способ использования информационно – коммуникативных технологий.

Используются информационно – коммуникативных технологий на различных этапах урока: подготовка учащихся к усвоению новых знаний; усвоение новых знаний; закрепление новых знаний; подведение итогов урока; домашнее задание.

Проанализировав возможности и ресурсы информационно – коммуникативной технологий, мы увидели, что даже фрагментарное использование интерактивной доски на уроке эффективно.

Время на предварительную подготовку учителя при использовании интерактивной доски на первом этапе увеличивается, однако постепенно накапливается методическая база, создаваемая совместно учителями и учениками, что значительно облегчает подготовку к урокам в дальнейшем.

Наибольший интерес у учащихся вызывают такие возможности использования интерактивной доски, как новизна изложения материала, опыты, демонстрация и эксперимент. Повышается и интерес к предмету в целом.[8]

Как в начале, так и в конце урока английского языка учащиеся обращают к целям работы. В начале урока это своеобразным образом дисциплинирует учащихся, настраивает на рабочий лад, а в конце - учащиеся с удовольствием анализируют результат своей деятельности, свои успехи и неудачи.

Уроки, проведенные в такой форме, имеют большое значение для приобщения к познавательной деятельности учащихся, способствуют развитию творческих способностей, активизации мыслительной и познавательной деятельности. А управление

сложным техническим средством, каким является компьютер, уравнивает учащихся со взрослыми, которым так хотят подражать дети младшего школьного возраста. [7]

В процессе применения информационно – коммуникативных технологий происходит развитие обучаемого, подготовка учащихся к свободной и комфортной жизни в условиях информационного общества, в том числе:

- развитие наглядно-образного, наглядно-действенного, теоретического, интуитивного, творческого видов мышления;
- эстетическое воспитание за счёт использования возможностей компьютерной графики, технологии мультимедиа;
- развитие коммуникативных способностей;
- формирование умений принимать оптимальное решение или предлагать варианты решений в сложной ситуации (использование ситуационных компьютерных игр, ориентированных на оптимизацию деятельности по принятию решения);
- формирование информационной культуры, умений осуществлять обработку информации.

воспитательного процесса, обеспечивая:

- повышение эффективности и качества процесса обучения за счёт реализации средств информационно – коммуникативных технологий;
- обеспечение побудительных мотивов (стимулов), обуславливающих активизацию познавательной деятельности;
- углубление меж предметных связей за счёт использования современных средств обработки информации, в том числе и аудиовизуальной, при решении задач из различных предметных областей.[6]

В современных условиях жизни не достаточно просто владеть набором знаний, умений и навыков, надо уметь их приобретать все в большем объеме, уметь применять их в реальной жизни, реальной ситуации. В современном динамично развивающемся информационном обществе нужны даже не столько сами знания, сколько умение добывать их и умение самостоятельно добытые знания применять во всевозможных ситуациях.[5]

Мы считаем, если каждый урок будет включать в себя средства информационно - коммуникативных технологий, то инфантильных и

расторможенных учащихся будет меньше. Использование информационно - коммуникативных технологий преобразит преподавание традиционных учебных предметов, оптимизирует процессы понимания и запоминания учебного материала, а главное - возведёт на неизмеримо более высокий уровень интерес учащихся к учёбе.[4]

Компьютерные технологии способствуют раскрытию, сохранению и развитию личностных качеств обучаемых. Но все же, использование информационно - коммуникативных технологий на уроках английского языка значительно повышает не только эффективность обучения, но и помогает создать более продуктивную атмосферу на уроке, заинтересованность учеников в изучаемом материале.[3]

Подача учебного материала в виде мультимедийной презентации сокращает время обучения, высвобождает ресурсы здоровья учащихся. Это становится возможным благодаря свойствам интерактивности электронных учебных приложений, которые наилучшим образом приспособлены для организации самостоятельной познавательной деятельности учащихся.

Использование мультимедийных презентаций целесообразно на любом этапе изучения темы и на любом этапе урока. Подводя итог, следует сказать, что использование информационно - коммуникативных технологий в обучении обеспечивает:

- интенсификацию всех уровней учебно-воспитательного процесса,
- многоаспектное развитие школьника,
- подготовку учащихся школы к жизни в условиях информационного общества,
- реализацию социального заказа, обусловленного процессами глобальной информатизации. Богатейшие возможности для этого предоставляют современные информационно - коммуникативных технологий.

Учитель английского языка обязательно должен научиться работать с новыми средствами обучения хотя бы для того, чтобы обеспечить одно из главнейших прав ученика – право на качественное образование.[2]

Девизом каждого учителя иностранного языка сегодня пусть станут слова Эмиля Золя, касающиеся всех сфер нашей жизни: «Единственное счастье в жизни – это постоянное стремление вперед...» [1]

Проанализировав опыт применения ИКТ на роках иностранного языка и во внеурочное время, можно сделать следующие выводы:

Мультимедийные технологии ускоряют процесс обучения; способствуют резкому росту интереса учащихся к предмету; улучшают качество усвоения материала; позволяют индивидуализировать процесс обучения; доставляют возможность избежать субъективности оценки.

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ВНЕДРЕНИЕ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ.

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Аннотация: В данной статье рассказывается об актуальности внедрения информационно-коммуникационных технологий в ДОУ.

Ключевые слова: информатизация, информационная среда, информатизация образования, компьютеризация, компьютер, мультимедиа.

Annotation: This article describes the relevance of the introduction of information and communication technologies in preschool educational institutions.

Key words: informatization, information environment, informatization of education, computerization, computer, multimedia.

Информатизация является одним из главных направлений современной научно – технической революции, на котором основывается переход от индустриального этапа развития общества к информационному. Это процесс перестройки жизни общества на основе использования достоверного, исчерпывающего и своевременного знания во всех общественно значимых видах деятельности.

В связи с утверждением и введением в действие Государственного образовательного стандарта в нашей стране к структуре основной общеобразовательной программы дошкольного

образования установлено способ взаимодействия и взаимосвязи компонентов основных общеобразовательных программ дошкольного образования – на основе принципа интеграции образовательных областей.

Использование информационно-коммуникационных технологий в учебно-воспитательном процессе ДОО Таджикистана – это одна из самых новых и актуальных проблем в дошкольной педагогике. Система современного дошкольного образования требует постоянного внедрения инновационных технологий в образовательный процесс. Компьютерные технологии призваны стать неотъемлемой частью целостного образовательного процесса, значительно повышает его эффективность. Вместе с кадровым и методическим обеспечением учебного процесса является решающим показателем оценки дееспособности не только современной школы, но и дошкольного учебного заведения.

Информационная среда – средство эффективного взаимодействия участников образовательного процесса: детей, педагогов, родителей. Важно отметить, что информационно-коммуникационные технологии можно успешно использовать как в образовательной деятельности педагогов, так и в управленческой, методической работе, работе практического психолога, учителя-логопеда, медицинской сестры. Инновационные педагогические технологии относятся к системе общего научного и педагогического знания. Возникли и развиваются на грани общей инновации, методологии, теории и истории педагогики, психологии, социологии, и теории управления, экономики образования. Инновационные педагогические технологии являются одной из доминирующих тенденций развития человечества.

Внедрение информационно-коммуникационных технологий влияет на систему образования, вызывая значительные изменения в содержании, методах обучения. Перед современным воспитателем встает проблема поиска нового педагогического инструмента. Именно поэтому в педагогической деятельности возникает возможность использования ИКТ в качестве мощного инструмента развития мотивации образовательного процесса, учитывая большую и серьезную заинтересованность детей компьютером.

Информатизация образования – это большое пространство для проявления творчества педагогов, побуждают искать новые, нетрадиционные формы и методы взаимодействия с детьми, так же способствует повышению интереса у детей к обучению, активизирует познавательную активность, развивает ребенка всесторонне. Владение новыми информационными технологиями помогут педагогу чувствовать себя комфортно в новых социально-экономических условиях.

Использование на занятиях компьютера, мультимедиа и других средств информационно – коммуникативных технологий с целью воспитания и развития творческих способностей ребенка, формирования его личности, обогащения интеллектуальной сферы дошкольника, позволяют расширить возможности педагога. Дети с удовольствием работают на таких занятиях, активно включаются в выполнение заданий, так как технические средства позволяют включать в процесс воспитания и звук, и действие, и мультипликацию, что повышает интерес и внимание детей.

В течение последних 30 лет происходят значительные изменения в дошкольном образовании. Существует тенденция к поиску новых подходов к воспитанию и обучению, реализации инновационных направлений в деятельности дошкольных учебных заведений. Именно на это направляют педагогических работников государственные нормативные акты.

В соответствии с Законом Республики Таджикистан «Об образовании» дошкольное образование является одним из уровней общего образования. Поэтому информатизация детского сада стала необходимой реальностью современного общества. Компьютеризация дошкольного образования имеет довольно длительную историю, но в детском саду распространения компьютера вошло недавно. При этом невозможно представить работу педагога ДООУ без использования информационных ресурсов.

Использование информационно – коммуникативных технологий дает возможность обогатить, качественно обновить воспитательно-образовательный процесс в ДООУ и повысить его эффективность. Во всех сферах образования осуществляются поиски способов интенсификации и быстрой модернизации системы

подготовки, повышения качества обучения с использованием новых методов и информационных технологий.

Сегодня применение информационно – коммуникационных технологий в дошкольном образовании Таджикистана являются актуальной проблемой, которые соответствуют новому содержанию обучения и развития ребенка.

Информационно - коммуникативные технологии не только значительно повышают эффективность усвоения материала детьми, но также позволяют развивать такие целевые ориентиры, как «проявление инициативы и самостоятельности в разных видах деятельности, любознательности, интереса к причинно-следственным связям и т.д. Поэтому педагогу ДОО очень важно использование информационно – коммуникационных технологий в образовательном пространстве.

Сегодня применение информационно- коммуникативных технологий дошкольном образовании Таджикистана можно считать теми новыми способами передачи знаний, которые соответствуют новому содержанию обучения и развития ребенка. В настоящее время от человека требуют не только владение знаниями, но и умение добывать эти знания самостоятельно, оперировать ими.

Информационно - коммуникационные технологии не только значительно повышают эффективность усвоения материала детьми, но также позволяют развивать такие целевые ориентиры, как проявление инициативы и самостоятельности в разных видах деятельности, любознательности, интереса к причинно-следственным связям и т.д. Поэтому педагогу очень важно использование информационно- коммуникативных технологий в образовательном пространстве.

Размышляя над этой проблемой, мы пришли к выводу, что именно информационно-коммуникационные технологии смогут повысить уровень развития речи дошкольников. Они в отличие от обычных технических средств обучения, позволяют не только насытить ребенка большим количеством готовых, строго отобранных, соответствующим образом организованных знаний, но и развивать интеллектуальные, творческие способности, и что очень актуально в дошкольном детстве - умение самостоятельно приобретать новые знания.

Информационно - коммуникативные технологии не только значительно повышают эффективность усвоения материала детьми, но также позволяют ставить перед ребенком и помогать ему решать познавательные и творческие задачи с опорой на наглядность, помогают быть ребенку успешным в разных видах деятельности, в том числе и учебной деятельности.

Создание условий для всестороннего развития старших дошкольников посредством использования информационно-коммуникационных технологий обучают детей старшего дошкольного возраста ориентироваться в информационных потоках окружающего мира, используя практические способы работы с информацией, формируют у старших дошкольников навыки поисковой познавательно-исследовательской деятельности посредством использования информационно-коммуникационных технологий

развивают у детей 5-7 лет познавательную активность, любознательность, коммуникативные навыки, связную речь, обогащать словарный запас.

В условиях детского сада возможно, необходимо и целесообразно использование информационно-коммуникационных технологий в различных видах образовательной деятельности с детьми. Наиболее эффективная форма организации работы с компьютером в детском саду проведение образовательной деятельности, родительских собраний с использованием мультимедийных презентаций, интерактивных игр. Они дают возможность оптимизировать педагогический процесс, индивидуализировать обучение детей с разным уровнем познавательного развития и значительно повысить эффективность психолого-педагогической деятельности.

Образовательная деятельность в детском саду имеет свою специфику. Она должна быть эмоциональной, яркой, с привлечением большого количества иллюстративного материала, с использованием звуковых и видеозаписей обеспечивают компьютерная техника с ее мультимедийными возможностями.

Таким образом, применение информационно-коммуникационных технологий в работе с дошкольниками имеет огромное значение:

1. Расширяется представления об окружающем мире, обогащается словарный запас.

2. Дети более логично и последовательно будут излагать свои мысли, более глубоко понимать значение слов.

3. Сформируется умение передавать свои впечатления от прослушанной музыкальной композиции, от просмотренной картины или иллюстрации.

4. Дети будут использовать в речи художественные достоинства родного языка. [11]

5. Использование данных приемов позволит поэтапно подвести ребенка проявлять интерес к стихам, загадкам, сказкам.

6. В данном подходе оправдают себя предусмотренная взаимосвязь групповых и подгрупповых, совместных и индивидуальных форм организации работы с детьми. Все подобранные и адаптированные к детям информационные материалы можно условно подразделить на несколько групп:

1 группа – это тематические презентации, включающие в себя информационно-познавательные материалы на различные темы ознакомление с окружающим миром, природой, родным краем, трудом взрослых, профессий и т. д. (Профессии, Матрешки, Правила поведения и т.п.)

2 группа – это игры, используемые в индивидуальной работе с детьми на закрепление звуков, грамматического строя речи, по подготовке к обучению грамоте, счёту, количеству и т. д. (Звук «А», «Звуки-Буквы» и т.п.)

3 группа – это материалы ИКТ используемые при подготовке к занятиям, проведении интеллектуальных и познавательных игр, викторин, КВН (Викторина по сказкам К. Чуковского, презентации по русским народным сказкам, презентации по художественно-литературным сказкам).

4 группа – различные виды гимнастик (Артикуляционная гимнастика, дыхательная гимнастика, гимнастика для глаз, физкультминутки, динамические паузы). [10]

Одной из наиболее удачных форм подготовки и предоставления учебного материала можно назвать мультимедийную презентацию. Мультимедийная презентация - это удобный и эффективный способ представления информации с помощью компьютерных программ.

Он сочетает в себе динамику, звук и изображение, т. е. факторы, которые наиболее долго удерживают внимание ребёнка.

Использование компьютерных презентаций на занятиях со старшими дошкольниками имеет множество преимуществ:

1. Увеличивает познавательную активность детей и повышает объем изученного материала;

2. Способствует процессу формирования сотрудничества и новых форм общения между ребенком и воспитателем;

3. Использует наглядно-образный тип информации, который понятен детям дошкольного возраста;

4. Способствует процессу формирования учебной мотивации, повышает самоконтроль, усидчивость;

5. Формирует эффективное усвоение материала: развиваются творческие способности и воображение, увеличивается словарный запас, тренируется память, оказывают содействие развитию эффекта биологически-обратной связи минутная оценка деятельности, проверка за результатом обучения, развивает положительное эмоциональное состояние ребенка в процессе занятий, что является залогом успеха. Этот современный способ развивает интерес к обучению, воспитывает самостоятельность, развивает интеллектуальную деятельность, позволяет развиваться в духе современности. [9]

Применение информационно-коммуникационных технологий позволяет не только обогащать знания, повышают умение оперировать символами на экране монитора способствует оптимизации перехода от наглядно-образного к абстрактному мышлению.

Использование творческих мотивацию при формировании учебной деятельности; индивидуальная работа с компьютером увеличивает число ситуаций, решить которые ребенок может самостоятельно.

В заключение можем с уверенностью сказать, что применение информационно-коммуникационных технологий – новое мощное средство для интеллектуального развития детей, необходимо помнить, что их использование в воспитательно-образовательном процессе следует строить с учётом здоровьесберегающих технологий.

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В УЧЕБНОМ ПРОЦЕССЕ

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Аннотация В статье раскрыты определения к понятию «инновационные технологии», связь IT-технологий с другими науками, роль и место информационных технологий в развитии естественных наук, а также показаны возможные пути реализации информационных технологий в учебном процессе

Ключевые слова: информационные технологии, профессиональной деятельности, информация, процессы программных средств, автоматизация.

В современном мире с каждым днем возрастает роль компьютерных инноваций, различных программных средств. Информационные технологии применяются во всех сферах деятельности, они явились результатом информационной инфраструктуры, которая связана с новым типом общественных отношений, с новой реальностью, с новыми информационными технологиями различных видов деятельности. По мнению Л. И. Горбуновой, «одним из приоритетных направлений процесса информатизации современного общества является информатизация образования, представляющая собой систему методов, процессов и программно-технических средств, интегрированных с целью сбора, обработки, хранения, распространения и использования информации в интересах ее потребителей. Цель информатизации состоит в глобальной интенсификации интеллектуальной деятельности за счет использования новых информационных технологий: компьютерных и телекоммуникационных» [1, 544–547с.].

Понятию «информационные технологии» даются следующие определения: Информационные технологии (ИТ) — это всё, что связано с обработкой, хранением и передачей информации. Это также множество взаимосвязанных научных и технических областей знания, которые изучают и применяют на практике методы создания, обработки, хранения, защиты и передачи информации с

помощью вычислительной техники. В настоящее время информационные технологии играют важную роль в области образования, науки, производства и т. д. Изменения, происходящие в науке, технике и профессиональной деятельности, оказали непосредственное влияние на развитие системы образования. По мере расширения многообразия и совершенствования вычислительных, информационных и коммуникационных ресурсов в процессе информатизации определился новый этап развития, отличительной особенностью которого является системная интеграция разнородных ресурсов, приводящая к созданию сетей и распределенных систем, обладающих новыми потенциальными возможностями для профессиональной деятельности. Именно на этом этапе стали создаваться новые информационные технологии и вычислительная техника, обеспечивающие эффективную организацию совместного функционирования обширного состава вычислительных, информационных и коммуникационных ресурсов [1,2]. Осмысление происходящих изменений привело к новому представлению об информационных технологиях в образовании. Информационные технологии в образовании стали рассматриваться как область науки и техники, которая объединяет взаимосогласованную совокупность принципов, методов, способов и средств сбора, накопления, хранения, поиска, обработки, передачи и отображения информации и знаний, инструментальных систем, их информационного и программного обеспечения, организационно-административных положений, регламентирующую и поддерживающую деятельность людей при создании, реализации, распространении, сопровождении и развитии образовательных технологий [3-5]. При организации любой технологии обучения важнейшей задачей для учебного заведения является обеспечение обучаемых качественным набором учебно-методических ресурсов [6]. В рамках комплексной программы информатизации во многих вузах ведется работа по разработке Интернет-Порталов информационно-образовательных ресурсов учебного заведения. Основной задачей таких порталов является повышение качества информационного сопровождения учебного процесса. Немаловажную роль в этом процессе играет в первую очередь методическое обеспечение учебного процесса, в том числе, и с использованием электронных методических материалов.

Для решения этих проблем важным является решение задачи создания единой базы данных электронных учебно-методических ресурсов. Попутно организация подобных порталов позволяет решать задачу, касающуюся внедрения дистанционных образовательных технологий в традиционный учебный процесс. Использование информационных сред в процессе обучения становится все более распространенным, модным явлением, все шире популяризируются предметные информационные среды. Проектирование, создание и развитие предметной информационной среды позволяет:

- реализовать технологию индивидуально-ориентированного обучения по отдельному предмету за счет представления полной информации о программе, форме и порядке организации обучения, представления теоретического материала, материалов для самоаттестации, научных проектных заданий;
- реализовать дифференциацию процесса обучения за счет возможности выбора заданий разного уровня, возможности организации самостоятельного продвижения по темам курса успевающим и возврату к запущенному материалу отстающим;
- реализовать индивидуальную траекторию продвижения по предметной области за счет возможности выбора уровня и вида представления материала в зависимости от индивидуального развития типов мышления (для мультимедийных сред);
- реализовать использование форм самостоятельного обучения.

Как отмечают некоторые ученые и практики, данные предметные среды больше похожи на электронные учебники. В то же время предметная информационная среда должна быть направлена на участие индивида в принципиально новом виде коммуникации, ориентированной на деятельностный, операционный характер выстраиваемой поведенческой линии. Весьма перспективным направлением является создание коллекций информационных ресурсов. В настоящее время коллекции являются наиболее распространенной формой организации информационных ресурсов в электронных библиотеках. Одним из основных элементов современного оснащения учебного заведения является мультимедийное оборудование, в состав которого, как правило, входит – проектор, интерактивная доска, документ камера, веб-камера, рабочее место преподавателя, оснащенное компьютером,

который подключен к локальной компьютерной сети вуза. Данное оборудование применяется для проведения лекций, семинаров, контроля знаний студентов, проведения защит квалификационных работ, защит магистерских и кандидатских диссертаций, обучению групп студентов. Использование мобильной клавиатуры с мышью делает возможным управлять компьютером непосредственно с места студента и делает доступным вмешательство преподавателя в действия студента находясь на своем рабочем месте, их применение очень удобно при чтении лекций и докладов, так как нет необходимости подходить к компьютеру для совершения каких-либо действий. Интерактивная доска используется для перевода в электронный вид основных выводов, формул, пояснений и т.д. при чтении лекций. Документ-камера очень удобна при разборе контрольных работ и проверочных тестов на бумажных носителях, когда наглядно представлены сделанные ошибки, если таковые имеются, и правильно решенные задачи и примеры. Веб-камера имеет возможность подключения к микроскопу, что позволяет применять ее в учебном процессе для демонстрации аудитории объектов (шлифов сплавов и т.д.), полученных при лабораторных работах студентов, а также для демонстрации аудитории мелких образцов минералов, кристаллов и т.п. В целом применение мультимедийных средств обучения повышает качество усваивания материала и улучшает взаимодействие студент – преподаватель. Примеры мультимедийного оборудования: интерактивная доска (слева), использование видеопроектора (справа). Реализация применения информационных технологий хотя бы в таком минимальном объеме, позволит решить ряд образовательных проблем: создать открытую учебную архитектуру; осуществлять информационную поддержку развивающего обучения на основе интегрированных информационных ресурсов; активизировать использование информационных и коммуникационных технологий в образовании; сочетать возможность традиционного и современного способов обучения; формировать информационную культуру различных категорий пользователей; интегрировать образовательные продукты и услуги в единое информационное пространство.

В целом, овладение профессиональной культурой предполагает большую долю самообразования, самовоспитания, инициативы.

В соответствии с этим от вузовской системы образования необходимо потребовать, чтобы она обеспечивала формирование у студента потребностей и умений самостоятельного приобретения знаний, навыков их пополнения и применения с использованием передовых образовательных, информационных и компьютерных технологий.

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THE USE OF TANDEM METHOD IN LEARNING A FOREIGN LANGUAGE

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Abstract. This article is devoted to one of the modern and successful methods of teaching a foreign language – the tandem approach, which is becoming increasingly popular and is perceived by many students as an alternative form of learning a foreign language. The *purpose* of this article is to analyze the effectiveness of using the tandem method in teaching a foreign language at the initial stage of the study. As part of its achievement, the advantages and disadvantages of using the tandem method in teaching a foreign language were identified. As part of the study, 7 second-year students who took part in the project were subjected to introductory and final lexical and grammatical testing. The article presents the results of the initial stage of the study. The article is aimed for all those interested in learning foreign languages, as well as methodologists and foreign language teachers.

Key words: tandem-method, foreign language teaching method, communication, partnership, intercultural competence.

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ИСПОЛЬЗОВАНИЕ ТАНДЕМ-МЕТОДА ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация: Данная статья посвящена одному из современных и успешных методов обучения иностранному языку - тандемному методу, который становится все более популярным и воспринимается многими студентами как альтернативная форма изучения иностранного языка. *Целью* данной статьи является анализ эффективности использования тандемного метода обучения иностранному языку на начальном этапе исследования. В рамках ее достижения были определены преимущества и недостатки использования тандемного метода в обучении иностранному языку. В рамках исследования 7 студентов 2 курса, принявших участие в проекте, были подвергнуты вступительному и итоговому лексико-грамматическому тестированию. В статье представлены *результаты* начального этапа исследования. Статья предназначена для всех интересующихся изучением иностранных языков, а также методистов и преподавателей иностранных языков.

Ключевые слова: тандем-метод, метод обучения иностранному языку, коммуникация, партнерство, межкультурная компетенция.

Introduction

Tandem (from the English tandem - a bicycle for two or three). - this is one of the modern methods of teaching a foreign language, which is becoming increasingly popular among students around the world. Tandem - a method - a way of independent learning of a foreign language by two partners working in pairs with different native languages. For example, as if a native speaker of the Kyrgyz language will learn English in tandem with a Briton who wants to learn the Kyrgyz language. Tandem - by centers from different countries based on specially designed questionnaires that take into account individual characteristics and individual needs, such as age, motivation for learning a language, place of work / study, gender, level of knowledge, hobbies, preferences. Depending on who is a participant in a tandem course - schoolchildren, working youth, students, teachers - its content and work strategy are determined.

For the first time, the term "tandem", denoting the process of joint mutual learning of a foreign language, appeared in 1971. In numerous

projects of the European Union, studies of this teaching method were carried out. The technique is successfully applied in practice in more than 30 European universities.

At the advanced stage of language learning, the tandem method helps to correct possible mistakes in language learning, to form discursive competence - complete, consistent, logical statements of various functional styles in oral and written speech [2, p. 40].

For the successful implementation of tandem education, the students' command of the English language should be at least pre-intermediate.

Today, many scientists-linguists and methodologists study the tandem method and point out its advantages and some disadvantages, however, this new, alternative method of teaching requires in-depth study and practice, which is currently being used with respect in some European universities.

The success and effectiveness of the implementation of tandem learning directly depends on the level of organizational skills of the teacher and the level of students' motivation to learn the language.

Communication of students with the help of modern Internet methods can be in written or oral form - one-on-one or group; during classes or outside of school; with the use of any technical means, which is very convenient [3, p. 33]. Traditional methods of teaching foreign languages give preference to the method when groups of students study their native language, mainly with the help of a teacher. In my opinion, these methods are not always successful in the realities of modern life, so foreign language teachers strive to use modern methods in their lessons in order to liven up the lessons, increase students' interest in the lessons and teach them to speak a foreign language well. The tandem method can be added to the list of the best ways to quickly and effectively learn a foreign language. We have begun to practice this method, and below we describe the first results of our experiment.

A group of 7 students of the 2nd year participated in the research conducted using quantitative and qualitative analysis methods. The *purpose* of the study was to analyze the effectiveness of using this method in the process of teaching a foreign language at the initial stage. To achieve this goal, students are registered in the Tandem Internet application [6].

During the registration process, each participant must openly write information about himself, his interests, hobbies, language learning goals and best tandem partnership ideas [4, p.201]. Users can communicate with each other via text and voice messages. They can also make audio and video calls. The application emphasizes the selflessness of the intentions of users, therefore commercial offers, advertising of products, services or social networks are prohibited in the community [5, p. 34].

To date, Tandem is the largest language exchange community of its kind. This collaborative, autonomous and two-way approach to language learning consists of regular meetings to learn two languages together. These meetings are held on a voluntary basis between representatives of two different languages. They may or may not be native speakers and they don't need any pedagogic knowledge, the most important thing is to learn the language with a partner who is interested in learning the language.

The tandem method can be considered as one of the promising areas for the use of modern teaching technologies in full-time and distance learning in a foreign language [2, p. 32].

One of the most difficult issues in this method was finding a partner to implement the tandem. This process took the participants a total of 3 months. The terms of the first stage of study and the materials of lexical and grammatical testing have been determined. The control period of the first stage of the study was 4 months of training using the tandem method. The mode and methods of teaching are chosen by the students themselves. Before the beginning of the lessons and after the end of the control period, the focus group was offered a vocabulary and grammar test similar in content to determine the level of language proficiency of the respondents before and after the control period of the study. A survey was also conducted in order to determine the advantages and disadvantages of using the tandem method in teaching a foreign language.

Main results and discussion

As the main results of the first stage of the study, it is possible to indicate an insignificant (3.1%) increase in the level of language proficiency in 30% of the *control-group* members. Perhaps, such a result is a consequence of the short duration of the research in time, since learning a foreign language is a rather long and complicated process.

According to the questionnaire, the following advantages of using the tandem- method were identified:

1. *Multimodality of teaching.* Tandem - partners are free to choose the means of language learning. They can learn the language both in the process of face-to-face communication and using the phone, e-mail, Skype, Zoom or other means of distance communication [1, p. 170]. When we pay attention to the observation during the study, it reduces the fatigue of the students, provides the necessary rest and for some participants, it also helps to master IT.

2. *Convenient schedule.* Tandem members decide for themselves what, when, where and which languages to learn, as well as for how long. They set their own times and choose a time that is convenient for everyone.

3. *Planning.* The educational activities should include individual and creative work.

4. *Speed and efficiency of training.* Constant speech practice with a native speaker contributes to mastering speaking skill in a short time. Communicating with a tandem partner, one can develop all the main skills of the language: speaking, writing, reading and listening.

5. *A two-way process of direct communication and conversation.* Both learners are given the opportunity to improve their target language skills and proficiency while simultaneously fostering intercultural competence.

As a result of the research analysis at this stage, it can be noted that when using the tandem method:

1. *The roles of communication participants are not defined.* If in any academic context the role of teacher and student is clearly delineated, then in tandem there is a confusion of roles.

2. *Development of independence of the student.* Studying a foreign language in tandem implies the student's manifestation of independence and acceptance of responsibility for his education, as well as the ability to competently organize the educational process.

3. *Independence of partners.* The partner is free to choose the material and types of educational activities. They can perform joint work, exercises on grammar, vocabulary and other types of tasks that contribute to better mastering of the studied languages.

4. *Individual approach.* The choice of how the tandem will be held is up to the participants, especially in individual tandems. The most common and popular type of interaction based on the principle of language tandems is free conversation (partners speak on any topic). In general, the participants of the tandem can creatively approach their learning process and interaction.

5. *Trust relations between partners.* When studying in tandem, the partner who acts as a language expert (teacher) will always occupy a less authoritative position when he himself will perform the function of a student.

6. *Additional mutual motivation.* Students can only get from their partner what they are willing to give. They learn from each other to be interested in learning and to create a better result, a balance of effort appears between them, and as a result, tension disappears.

Follow these rules for successful training and communication in tandem

1. Don't be afraid of making mistakes!
We make mistakes when we learn a language. Don't be afraid of making mistakes! We learn from our mistakes.

2. Take notes and reread them from time to time.

Write down interesting words and phrases your partner uses. Make it your habit! By communicating with a native speaker, we improve our speaking skill. The language is constantly being updated, and not all textbooks have time to adapt to these changes.

3. Discuss successes and analyze mistakes.

At the end of the meeting, discuss your mistakes and progress. Don't forget to praise each other!

4. Be interesting and creative.

Avoid routine and monotony, Feel free to express your ideas in class! Be creative in solving problems. Suggest new interesting topics for discussion and types of interaction

5. Form the right attitude!

Be purposeful! Remember, learning a foreign language is difficult and requires hard work, fluency does not come overnight. Good luck!

Conclusion

Thus, it can be concluded that at this stage of the study, the tandem - method cannot be considered slightly effective, since the study has not

yet been completed and its results are intermediate. There is no doubt that the educational system is currently striving to coexist harmoniously and equally with other educational systems in the world market in order to ensure the quality of training students according to international standards. Therefore, there is a belief that tandem teaching can be one of the most promising modern directions of foreign language learning that the future will show. We can say that the use of this method is undoubtedly fruitful for people who are already trying to learn a foreign language, and it is due to the creation of favorable conditions for the student to communicate with native speakers of the language he is learning, which promotes intercultural communication between representatives of different nations. No conflict of interest was observed during the process.

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**ЦИФРОВОЙ ИНСТРУМЕНТАРИЙ КАК СРЕДСТВО
СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ РЕФЛЕКСИИ
УЧАЩИХСЯ ВТОРОЙ СТУПЕНИ ОБУЧЕНИЯ НА
УЧЕБНЫХ ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

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Аннотация. В статье рассматриваются роль и место рефлексии в учебной деятельности учащихся, ее влияние на осознанное изучение английского языка в процессе обучения. Описываются возможности использования цифровых платформ с целью совершенствования навыков рефлексии у учащихся второй ступени

обучения на учебных занятиях по английскому языку. Подчеркивается значимость применения цифровых инструментов с целью актуализации рефлексии имеющихся смыслов изучения иностранного языка, выявления личностной интерпретации значимости предмета в учебной деятельности, приобщения учащихся к самоанализу собственной деятельности через работу с цифровыми платформами. Представлены результаты применения рефлексивных техник с использованием цифровых инструментов и их влияние на уровень успеваемости при изучении английского языка.

Ключевые слова: современный урок, образовательная задача, формирование личности учащегося, рефлексия, цифровая образовательная платформа.

Annotation. The article examines the role and place of reflection in the educational activities of students, its impact on the conscious learning of English in the learning process. The possibilities of using digital platforms in order to improve the reflection skills of second-stage students in English language classes are described. The importance of using digital tools is emphasized in order to actualize the reflection of the existing meanings of learning a foreign language, to identify the personal interpretation of the importance of the subject in educational activities, to introduce students to self-analysis of their own activities through working with digital platforms. The results of the application of reflexive techniques using digital tools and their impact on the level of academic performance in learning English are presented.

Keywords: modern lesson, educational task, student personality formation, reflection, digital educational platform.

Annotasiya. Maqolada talabalarning ta'lim faoliyatidagi o'rni va o'rni, uning o'quv jarayonida ingliz tilini ongli ravishda o'rganishga ta'siri ko'rib chiqiladi. Ikkinchi bosqich talabalarining ingliz tili darslarida aks ettirish ko'nikmalarini oshirish uchun raqamli platformalardan foydalanish imkoniyatlari tavsiflangan. Chet tilini o'rganishning mavjud ma'nolarini aks ettirishni aktuallashtirish, fanning o'quv faoliyatidagi ahamiyatini shaxsiy talqinini aniqlash, talabalarni raqamli platformalar bilan ishlash orqali o'z faoliyatini o'z-o'zini tahlil qilish bilan tanishtirish uchun raqamli vositalardan foydalanish muhimligi ta'kidlangan. Raqamli

vositalardan foydalangan holda reflektiv usullarni qo'llash natijalari va ularning ingliz tilini o'rganishda akademik ko'rsatkichlar darajasiga ta'siri keltirilgan.

Kalit so'zlar: zamonaviy dars, o'quv vazifasi, talaba shaxsini shakllantirish, aks ettirish, raqamli ta'lim platformasi

Введение

Современный урок, как и образовательный процесс в целом, должен быть нацелен на будущее, т.е. направлен на решение не только текущих образовательных задач, но и на формирование личности, готовой в современном обществе к самообразованию и приобретению личного опыта межкультурного общения; развитию качеств поликультурной личности, востребованной в современном обществе.

Осознание значимости этих образовательных задач выводит на первое место понимание того, что учебное занятие представляет собой сложный психолого-педагогический процесс, в центре внимания которого должен быть ученик, его личность.

В этой связи закономерно изменяется подход к современному уроку иностранного языка, в результате чего возникает необходимость модернизации учебного процесса и активного использования рефлексивного подхода в обучении как неотъемлемой его составляющей.

В последние годы вопросы рефлексии в педагогической деятельности приобретают большую актуальность. Использование рефлексивной практики в процессе обучения позволяет учителю учесть индивидуальные особенности учащихся, научить их самостоятельной оценке своей деятельности и ее результатов. Учащиеся при помощи рефлексии осознают свои возможности и способности, систематизируют полученный опыт, переопределяют цели дальнейшей работы и корректируют свой образовательный путь [1, с. 4].

Вместе с тем на основе моего педагогического опыта можно выделить определенные противоречия, не позволяющие до конца реализовать потенциал педагогической рефлексии в учебной деятельности. Существует несоответствие между актуальностью реализации рефлексивного подхода в обучении и недостаточной степенью осуществления данного подхода в учебных пособиях по

английскому языку. Отчасти это происходит потому, что создание четких критериев оценивания результатов каждого учебного занятия, последующая обработка и анализ полученных данных занимает много времени и усилий. Следует также отметить недостаточный уровень использования эффективного инструментария для проведения рефлексии и на учебном занятии в целом.

Использование цифровых платформ в образовательном процессе помогает включить в учебное занятие рефлексивные упражнения и облегчить процесс обучения.

Необходимо отметить, что использование цифровых платформ в учебном процессе оказывает комплексное воздействие на разные каналы восприятия, на различные виды памяти, позволяет более качественно осуществлять систему диагностики учебного процесса, способствует повышению мотивации и результативности по учебному предмету [2, с. 17].

По моему мнению, грамотное, системное использование рефлексии с помощью цифровых платформ станет мощным современным средством повышения эффективности учебного процесса в учреждении образования через осознание учащимися результатов своей деятельности.

Цель работы: предоставление теоретических и практических обоснований применения цифрового инструментария как средства совершенствования навыков рефлексии у учащихся второй ступени обучения на учебных занятиях по английскому языку.

Материал и методы исследования.

Исследование проводилось на базе государственного учреждения образования «Средняя школа №44 имени Якуба Коласа г. Минска» на протяжении 2021/2022 учебного года. В нем приняли участие 23 испытуемых, обучающиеся 6-х классов, в возрасте от 10 до 11 лет.

С целью изучения влияния рефлексии на учебную деятельность учащихся мною был проанализирован уровень успеваемости учащихся 6 «А» и 6 «Б» классов по учебному предмету «Иностранный язык». Объектами сравнения выступили отметки учащихся, полученные по итогам 2020/2021 учебного года, и результаты I-IV четвертей 2021/2022 учебного года.

В качестве контрольной группы был выбран 6 «А» класс, экспериментальной группы - 6 «Б» класс. Учащиеся имеют практически одинаковый уровень успеваемости и уровень знания языка, в обеих группах я преподаю английский язык с третьего класса. Следовательно, я посчитала возможным использовать данные этих двух классов как контрольно-сопоставительные группы.

В течение учебного года в 6 «Б» классе я проводила рефлексию с использованием цифровых платформ, в 6 «А» классе применяла традиционные приемы рефлексии без использования цифрового инструментария.

Анализируя уровень успеваемости учащихся 6-х классов, я составила таблицу, позволяющую отследить динамику учебных групп в целом.

Результаты и их обсуждение.

На основе полученных данных мною был сделан вывод о том, что проведение рефлексии на учебном занятии с использованием цифровых платформ способствует повышению уровня обученности и качества знаний. Анализ успеваемости выявил, что в течение учебного года у большинства учащихся 6 «Б» класса наблюдалась положительная динамика учебных достижений. Средний балл по предмету повысился с 7.2 до 7.6. При этом процент учащихся, чей уровень успеваемости за 6 класс увеличился по сравнению с уровнем успеваемости за 5 класс, составил 67%.

Уровень успеваемости у учащихся контрольной группы также показала ряд положительных изменений, но эти изменения носили менее выраженный характер. Так средний балл по предмету у учащихся 6 «А» класса повысился с 7.3 до 7.4. При этом процент учащихся, чей уровень успеваемости за 6 класс увеличился по сравнению с уровнем успеваемости за 5 класс, составил 27%.

Таким образом, уровень успеваемости в экспериментальной группе выше по сравнению с контрольной группой, что подтверждает эффективность использования цифровых платформ для проведения рефлексии в процессе обучения иностранному языку. Данные анализа представлены в таблице.

Таблица - Результаты уровня успеваемости в 6А (контрольная группа) и в 6Б классах (экспериментальная группа) по учебному

предмету «Английский язык» с использованием цифровых платформ при проведении рефлексии на уроке в 2021/2022 учебном году

Класс	Отметка за год в 5 классе	Отметка за 1 четверть	Отметка за 2 четверть	Отметка за 3 четверть	Отметка за 4 четверть
Средний балл в 6 «А» классе	7.3	7.3	7.2	7.2	7.4 ↑ (27%)
Средний балл в 6 «Б» классе	7.2	7.2	7.3	7.4	7.6 ↑ (67%)

Результативность данного исследования подтверждается его востребованностью как в рамках школьного учебно-методического объединения, так и в рамках учебно-методического объединения учителей английского языка Центрального района г. Минска. Своим опытом по использованию цифровых платформ на учебных занятиях по английскому языку я неоднократно делилась с педагогами в рамках школьных заседаний педагогических советов, педагогических мостов с коллегами из других школ Центрального района, городской творческой мастерской учителей английского языка.

Данное исследование легло в основу конструирования конкурсного урока для участия в конкурсе «Столичный учитель - столичному образованию» 2023, а также представлен в виде методических материалов, опубликованных на сайте крупнейшего образовательного интернет-проекта Российской Федерации «Infourok.ru».

Заключение

На основании вышеизложенного, считаю, что совершенствование форм и методов рефлексии с применением цифровых платформ позволит создать эффективную систему рефлексивных практик, поскольку использование рефлексии совместно с цифровыми платформами приводит к актуализации собственных усилий учащихся, направленных на осознанное изучение иностранного языка, повышает учебно-познавательный интерес, способствует поиску индивидуального способа познания, мотивирует на дальнейшее изучение иностранного языка.

Таким образом, грамотно подобранные и примененные методы и приемы в образовательном процессе способствуют более активному и осознанному участию учащихся в учебном процессе, формированию способности и готовности к самостоятельному и непрерывному изучению иностранного языка, что, несомненно, ведет к повышению качества иноязычного образования.

Результаты работы в этом направлении лягут в основу методических рекомендаций по использованию цифровых платформ для рефлексии на учебном занятии по английскому языку на второй ступени общего среднего образования.

Данный опыт носит межпредметный характер, так как описанные выше приемы могут быть использованы для организации работы по развитию познавательного интереса учащихся на любом учебном предмете.

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УДК 65.01

**YOSHLARNING INTERNET RESURSLARI, ON-LINE
PLATFORMALAR VA MESSENERLARDAN
FOYDALANISH IMKONIYATLARI TAXLILI**

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Annotatsiya: Maqolada talaba-yoshlarning internet resurslari, on-line platformalar va messenjerlardan foydalanish ko'lamini va imkoniyatlari taxlilini xususida so'z yuritilgan.

Kalit so'zlar: 5 tashabbus, IT savodxonlik, trafik, messenjer, ijtimoiy tarmoqlar va resurslar

Аннотация: В статье рассмотрены задачи об анализе масштабов и возможностей использования учащимися интернет-ресурсов, онлайн-платформ и мессенджеров.

Ключевые слова: 5 инициатив, IT-грамотность, трафик, мессенджер, социальные сети и ресурсы

Abstract: In the state consideration of tasks on the analysis of the scope and possibilities of using flight Internet resources, online platforms and instant messengers

Keywords: 5 initiatives, IT literacy, traffic, messenger, social networks and resources

Mamlakatimiz aholisining 30 foizini 14 yoshdan 30 yoshgacha bo'lgan yigit-qizlar tashkil etadi. Ularning ta'lim olishi, kasb-hunar egallashi, ilmiy-ijodiy ishlar bilan erkin shug'ullanishi uchun yurtimizda yetarlicha shart-sharoitlar yaratilgan bo'lib, yoshlarning bo'sh vaqtlarini mazmunli o'tkazilishini tashkil etish dolzarb masalalardan biri hisoblanadi. Yoshlar qanchalik ma'naviy barkamol bo'lsa, turli yot illatlarga qarshi immuniteti ham shunchalik kuchli bo'ladi.

Ma'lumki, davlatimiz rahbari ijtimoiy, ma'naviy-ma'rifiy sohalardagi ishlarni yangi tizim asosida yo'lga qo'yish bo'yicha 5 ta muhim tashabbusni ilgari surgan edi. Unda zamonaviy AKT va Internet bilan bog'liq **uchinchi tashabbus** – aholi va yoshlar o'rtasida kompyuter texnologiyalari va internetdan samarali foydalanishni tashkil etishga qaratilgan bo'lib, mazkur tashabbusni respublikamiz ta'lim

muassasalaridagi ijrosini o'rganish bo'yicha bir necha turdagi va ko'rinishdagi savolnomalar asosida joylarda o'rganishlar amalga oshirib kelinmoqda.

Savolnomalarda o'z aksini topgan aksariyat so'rovlar yoshlarning AKT va Internet bo'yicha savodhonligini umumiy holda aniqlashga qaratilgan bo'lib, u shaxsning individual IT kompetensiyalarini to'la qonli ochib bera olmaydi.

Shularni inobatga olgan holda yoshlarning IT bo'yicha individual yondashuvlarini atroflicha analiz qilishga asos bo'la oladigan maxsus SO'ROVNOMA tashkil etildi. Taklif etilayotgan so'rovnoma ta'lim muassasalarida individual yoki guruhli shakllarda o'tkazilishi hamda yoshlarning 3-tashabbus bo'yicha umumiy (asosli) xulosalarini o'zida aks ettirgan taxliliy materiallarga ega bo'lish imkoniyatini taqdim etadi.

Prezidentimiz tomonidan belgilangan "Yoshlar ma'naviyatini yuksaltirish va ularning bo'sh vaqtini mazmunli tashkil etish bo'yicha 5 ta muhim tashabbus"da belgilangan 3-tashabbus: "Aholi va yoshlar o'rtasida *Kompyuter texnologiyalari va internetdan* samarali foydalanishni tashkil etish" bo'yicha institut (akademik litsey, kasb-hunar maktabi, kollej, texnikum) talabalari o'rtasida o'tkaziladigan

SO'ROVNOMA

1. Internetdan foydalanasizmi?

- A. Ha
- B. Yo'q

2. Internetdan qaysi vosita yordamida foydalanasiz?

- A. Mobil aloqa vositalari yordamida
- B. Shaxsiy kompyuter yordamida

3. Siz bir oy mobaynida o'rtacha necha Gigabayt Internet trafigidan foydalanasiz?

- A. 1 Gb gacha
- B. 10 Gb gacha
- C. 100 Gb gacha

4. Men Internet trafigimni ko'proq _____ foydalanishga sarflayman.

- A. Ijtimoiy tarmoqlardan

B. Internet saytlari va resurslaridan

C. boshqa: _____

5. Ko'proq qaysi messengerlardan foydalanasiz?

A. Telegram

B. IMO

C. WhatsApp

D. boshqa: _____

6. Qaysi Messengerlarda qanday Channel (kanal) ga a'zo bo'lgansiz?

(Misol uchun: telegrammda futbol, xuquqiy axborot, IT, engineer va h.k. kanallar)

7. Qaysi ijtimoiy tarmoqlarga a'zo bo'lgansiz?

A. instagram.com

B. facebook.com

C. muloqot.uz

D. boshqa: _____

8. Quyidagi ijtimoiy tarmoqlardan qaysi biriga shaxsiy fikringiz yoki video ma'lumotlarini joylagansiz?

A. instagram.com

B. facebook.com

C. muloqot.uz

D. boshqa: _____

9. Men ko'proq _____ resurslaridan foydalanaman.

A. youtube.com

B. mytube.uz

C. mover.uz

D. boshqa: _____

10. Ziyonet ta'lim portalidan foydalanasizmi?

- A. Ha
- B. Yo'q
- C. Bunday portal borligini bilmayman

11. Ta'limga oid qanday saytlardan foydalanasiz?

- A. Bu haqda hech qanday ma'lumotga ega emasman
 - B. _____
-
-

12. Qaysi elektron kutubhona saytlariga a'zo bo'lgansiz? Yoki uning resurslaridan foydalangansiz? (Misol uchun: <http://kutubxona.com> sayti orqali o'zbek va jahon adabiyoti durdonalaridan foydalanganligi)

13. Diniy sayt yoki portallardan foydalanasizmi?

- A. Ha
- B. Yo'q
- C. Bunday sayt yoki portallar borligini bilmayman

14. Mutaxassisligingiz bo'yicha qaysi messenger kanallari yoki Internet saytlaridan foydalanasiz?

- A. Bunday kanal yoki portallar borligini bilmayman
 - B. _____
-
-

15. Prezidentimiz tomonidan belgilangan "Yoshlar ma'naviyatini yuksaltirish va ularning bo'sh vaqtini mazmunli tashkil etish bo'yicha 5 ta muhim tashabbus" bo'yicha aholi va yoshlar o'rtasida *Kompyuter texnologiyalari va internetdan samarali foydalanish ko'nikmalarini shakllantirish hamda rivojlantirilishida qanday hissa qo'sha olasiz?*

Takliflaringiz

Savol: Ta'lim muassasasida AKT bo'yicha qanday to'garaklar yoki boshqa turdagi qanday faoliyat turlari yohud tashabbuslar tashkil etilishini hohlagan bo'lardingiz?

Javob: _____

Uchinchi tashabbus: “Aholi va yoshlar o'rtasida kompyuter texnologiyalari va internetdan samarali foydalanishni tashkil etish” bo'yicha qo'shimcha fikr va mulohazalaringiz:

Mazkur so'rovnoma (1-rasm) orqali olingan natijalar asosida statistik taxlil o'tkaziladi va talabalarning qaysi ijtimoiy tarmoqlardan, qaysi Internet resurslaridan, qanday messengerlar yordamida, necha trafik ko'rsatkichlarda va h.k. xarakterdagi eng ko'p ko'rsatkichli yo'nalish ajratib olinadi. Va u kelgusi tadqiqotlar uchun nuqtai nazar bo'lib hisoblanadi. Ya'ni ta'limiy maqsaddagi tegishli materiallar talaba-yoshlarga qanday tartib va tamoyil asosida yetkazib berilishiga oid mexanizm ishlab chiqiladi.

Prezidentimiz tomonidan belgilangan “Yoshlar ma’naviyatini yuksaltirish va ularning bo’sh vaqtini mazmunli tashkil etish bo’yicha 5 ta muhim tashabbus”da ko’rsatilgan 3-tashabbus: “Aholi va yoshlar o’rtasida *Kompyuter texnologiyalari* va *internetdan* samarali foydalanishni tashkil etish” bo’yicha Institut talabalari o’rtasida o’tkazilgan

SO’ROVNOMA

- Internetdan foydalanasizmi?
A. Ha
B. Yo’q
- Internetdan qaysi vosita yordamida foydalanasiz?
A. Mobil aloqa vositalari yordamida
B. Shaxsiy kompyuter yordamida
- Siz bir oy mobaynida o’rtacha necha Gigabayt Internet trafigidan foydalanasiz?
A. 1 Gb gacha
B. 10 Gb gacha
C. 100 Gb gacha
- Men Internet trafiginii ko’proq _____ foydalanishga sarflayman
A. ijtimoiy tarmoqlardan
B. Internet saytlari va resurslaridan
- Ko’proq qaysi messengerlardan foydalanasiz?
A. Telegram
B. IMO
C. WhatsApp
- Qaysi Messengerlarda qanday Channel (kanal) ga a’zo bo’lgansiz? (Misol uchun: *telegrammda futbol kanali*)

- Qaysi ijtimoiy tarmoqlarga a’zo bo’lgansiz?
A. instagram.com
B. facebook.com
C. mmlqot.uz
D. boshqa: _____
- Quyidagi ijtimoiy tarmoqlarga shaxsiy fikringiz yoki video ma’lumotlarini joylagansiz?
E. instagram.com
F. facebook.com
G. mmlqot.uz
H. boshqa: _____
- Men ko’proq _____ resurslaridan foydalanaman.
A. youtube.com
B. mytube.uz
C. mover.uz
D. boshqa: _____
- Ziyonet ta’lim portalidan foydalanasizmi?
A. Ha
B. Yo’q
C. Bunday portal borligini bilmayman
- Ta’limga oid qanday saytlardan foydalanasiz?
A. Bu haqda hech qanday ma’lumotga ega emasman
B. _____
- Qaysi elektron kutubxona saytlariga a’zo bo’lgansiz? Yoki uning resurslaridan foydalanasiz?
(Misol uchun: <http://kutubxona.com> sayti orqali o’zbek va jahon adabiyoti durdonalaridan foydalanilgani)

- Diniy sayt yoki portallardan foydalanasizmi?
A. Ha
B. Yo’q
C. Bunday sayt yoki portallar borligini bilmayman
- Mutaxassisligingiz bo’yicha qaysi Messenger kanallari yoki Internet saytlaridan foydalanasiz?
A. Bunday kanal yoki portallar borligini bilmayman
B. _____
- Prezidentimiz tomonidan belgilangan “Yoshlar ma’naviyatini yuksaltirish va ularning bo’sh vaqtini mazmunli tashkil etish bo’yicha 5 ta muhim tashabbus” bo’yicha aholi va yoshlar o’rtasida *Kompyuter texnologiyalari* va *internetdan* samarali foydalanish ko’nikmalarini shakllantirish hamda rivojlantirilishda qanday hissa qo’sha olasiz?

Takliflaringiz

Savol: Institutda AKT bo’yicha qanday to’garaklar tashkil etilishini hohlagan bo’ladingiz?

Javob: _____

Uchinchi tashabbus: “Aholi va yoshlar o’rtasida kompyuter texnologiyalari va internetdan samarali foydalanishni tashkil etish” bo’yicha qo’shimcha fikr va mulohazalaringiz

1-rasm. So’rovnoma

Xulosa o’rnida ta’kidlash joizki, mazkur so’rovnoma asosida shakllantirilgan mexanizm – “Yoshlar ma’naviyatini yuksaltirish va

ularning bo'sh vaqtini mazmunli tashkil etish bo'yicha 5 ta muhim tashabbus" yuzasidan aholi va yoshlar o'rtasida *Kompyuter texnologiyalari va internetdan samarali foydalanish ko'nikmalarini yanada samarali va optimal tashkil etish imkonini beradi*. Bu talaba-yoshlar ijtimoiy hayotida, xususan ta'lim-tarbiya jarayonlarida o'ziga xos amaliy ahamiyatga ega.

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**EFFICIENCY OF USING MODERN INNOVATIVE
METHODS AND INFORMATION TECHNOLOGIES IN
TEACHING FOREIGN LANGUAGES**

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ANNOTATION

Abstract: *This article discusses several methods of effective foreign language learning, as well as some information technologies of modern innovative teaching.*

Keywords: *Foreign language, modern innovative methods of language learning, information technology, effectiveness of the project, interest, activity, interactive methods.*

АННОТАЦИЯ

В данной статье рассматриваются несколько методов эффективного изучения иностранного языка, а также некоторые информационные технологии современного инновационного обучения.

Ключевые слова: *Иностранный язык, современные инновационные методы изучения языков, информационные технологии, проектная эффективность, интерес, активность, интерактивные методы.*

.

ANNOTATSIYA

Ushbu maqolada xorijiy tillarni samarali o'rganishning bir qancha usullari, shuningdek, zamonaviy innovatsion o'qitishning ba'zi axborot texnologiyalari muhokama qilinadi.

Kalit so'zlar: *chet tili, til o'rganishning zamonaviy innovatsion usullari, axborot texnologiyalari, loyiha samaradorligi, qiziqish, faollik, interfaol usullar.*

INTRODUCTION

In today's globalized world, learning a foreign language is becoming increasingly important. The ability to communicate effectively in multiple languages can open up new business opportunities and enhance cultural understanding. As a result, the use of modern innovative methods and information technologies in teaching foreign languages has become increasingly popular. This article will explore the effectiveness of using these modern methods and information technologies in teaching foreign languages

LITERATURE ANALYSIS AND METHODS

In the research process, modern innovative methods of teaching and learning English were used, and Internet information sources were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis and synthesis, logic were used.

DISCUSSION AND RESULTS

One of the most significant advantages of using modern innovative methods and information technologies in teaching foreign languages is that they make learning more engaging and interactive. Traditional language learning methods often involve memorizing vocabulary and grammar rules and practicing them through repetitive exercises. While this approach can be effective, it can also become tedious and boring, leading to disengagement and lack of motivation. In contrast, modern methods, such as gamification and immersive language learning, can make the learning process more fun and engaging. For example, language learning games can be used to teach vocabulary and grammar in an interactive and entertaining way, while virtual reality technology can create immersive language learning environments that simulate real-life situations.

Another advantage of using modern innovative methods and information technologies in teaching foreign languages is that they

provide learners with more personalized learning experiences. Traditional language learning methods often involve a one-size-fits-all approach, where all learners are taught the same material at the same pace. This can be frustrating for learners who may have different learning styles or abilities. In contrast, modern methods, such as adaptive learning and personalized language learning apps, can tailor the learning experience to the needs of individual learners. For example, an adaptive learning platform can adjust the difficulty level of exercises based on a learner's performance, while a personalized language learning app can provide learners with customized content based on their interests and learning goals.

Furthermore, modern innovative methods and information technologies can also provide learners with more opportunities for practicing and using the language in real-life situations. Traditional language learning methods often focus on grammar and vocabulary, but may not provide learners with opportunities to practice speaking and using the language in real-life situations. In contrast, modern methods, such as language exchange apps and virtual reality language learning, can provide learners with opportunities to practice speaking and using the language with native speakers or in simulated real-life situations. For example, a language exchange app can connect learners with native speakers who are interested in practicing their language skills, while virtual reality technology can create immersive language learning environments that simulate real-life situations such as ordering food in a restaurant or asking for directions.

One of the most effective ways to learn a foreign language is through immersion. Immersion means surrounding yourself with the language you're trying to learn, so that you're constantly exposed to it and forced to use it. This can be achieved by traveling to a country where the language is spoken, or by joining a language immersion program. Immersion programs can range from short-term language camps to full-year exchanges, and they offer a unique opportunity to learn a language in a natural, authentic context.

Gamification is the use of game elements in non-game contexts, such as education. In language learning, gamification can involve using games, quizzes, and other interactive activities to make learning more engaging and enjoyable. For example, language learning apps like Duolingo and Babbel use gamification to make language learning feel like a game, with points, badges, and rewards for completing lessons and achieving milestones.

Adaptive learning is a method of teaching that uses technology to personalize the learning experience for each student. Adaptive learning algorithms analyze data on each student's learning progress and adjust the content and pace of the lessons accordingly. This allows students to learn at their own pace, with content that is tailored to their individual needs and learning style.

Blended learning combines traditional classroom teaching with online learning. This can involve using online resources like videos and interactive quizzes to supplement classroom lessons, or it can involve flipping the classroom entirely, with students watching lectures online and using class time for discussion and group activities. Blended learning allows for more flexibility and customization in the learning experience, and can be especially helpful for language learners who need to practice speaking and listening skills outside of class.

Project-based learning is a teaching method that involves students working on a project or problem over an extended period of time. In language learning, this can involve students researching a topic and presenting their findings in the target language, or creating a video or audio recording in the target language. Project-based learning encourages critical thinking and creativity, and can be a more engaging and memorable way to learn a language than traditional textbook exercises.

Virtual reality (VR) technology allows language learners to immerse themselves in a virtual environment where they can practice their language skills in a realistic and interactive way. For example, a language learner can use a VR headset to "visit" a foreign country and interact with native speakers in a virtual setting. VR can be especially helpful for practicing speaking and listening

skills, and can provide a low-pressure environment for learners to make mistakes and practice in a safe and supportive environment.

One of the most important aspects of language learning is practicing speaking and listening skills. However, traditional language learning methods often focus more on reading and writing skills, leaving students unprepared for real-life conversations. Conversational practice involves giving students opportunities to practice speaking and

However, it is important to note that while modern innovative methods and information technologies can be effective in teaching foreign languages, they should not be used as a replacement for traditional language learning methods. Traditional methods, such as classroom instruction and textbook-based learning, still have an important role to play in language learning. For example, classroom instruction can provide learners with opportunities for face-to-face interaction with teachers and other learners, while textbook-based learning can provide learners with a structured and comprehensive approach to learning grammar and vocabulary.

Furthermore, the effectiveness of modern innovative methods and information technologies in teaching foreign languages can also depend on factors such as the learner's motivation and engagement level, the quality of the technology used, and the availability of resources and support.

For example, a learner who is not motivated to learn a language may not benefit from even the most innovative language learning methods, while low-quality language learning apps may not provide learners with the level of engagement and interactivity needed to make the learning process effective.

One of the primary benefits of using IT in language learning is that it increases students' motivation. IT allows teachers to incorporate multimedia elements such as videos, audio recordings, and interactive exercises, which make the learning process more engaging and fun. The use of IT also provides instant feedback to students, which can help boost their confidence and motivation.

The internet provides access to a vast array of authentic materials in foreign languages, such as news articles, podcasts, and videos. The use of IT allows teachers to incorporate these materials into their lessons, exposing students to real-life language use and helping them develop their communication skills.

IT allows teachers to customize the learning experience to meet the individual needs of each student. For example, students can work at their own pace, and teachers can provide personalized feedback and support. This flexibility can help students feel more in control of their learning, leading to increased engagement and better outcomes.

IT can also facilitate collaboration among students, both in and out of the classroom. Online forums, chat rooms, and video conferencing tools allow students to communicate with each other in real-time, regardless of their physical location. This collaboration can help students practice their language skills in a more natural setting and also fosters a sense of community among learners.

IT can also provide teachers with enhanced support in their teaching. For example, language learning management systems (LMS) can provide teachers with tools for creating and grading assignments, tracking student progress, and communicating with students. This support can help teachers manage their workload more efficiently and provide more focused support to their students.

One of the primary challenges of using IT in language learning is technical issues. Technical problems such as slow internet connections, software glitches, and hardware malfunctions can disrupt the learning process, leading to frustration and reduced motivation. Teachers need to be prepared to troubleshoot technical issues and have backup plans in place in case of disruptions.

Another challenge of using IT in language learning is the lack of personal interaction. Online learning can feel isolating, and students may miss out on the opportunity to practice their speaking and listening skills in a face-to-face setting. Teachers need to incorporate opportunities for interpersonal communication into their

lessons, such as group work and video conferencing, to help overcome this challenge.

IT can provide instant feedback, but it may not always be comprehensive or accurate. Automated grading systems, for example, may not be able to provide the nuanced feedback that a teacher can provide. Teachers need to be aware of the limitations of IT feedback and supplement it with their own feedback to ensure that students receive a comprehensive evaluation of their language skills.

Not all students may have equal access to IT resources, such as computers, tablets, or the internet. This can create inequalities in language learning opportunities, making it more challenging for some students to keep up with their peers. Teachers need to be mindful of these accessibility issues

CONCLUSIONS AND SUGGESTIONS

In conclusion, a learner who is not motivated to learn a language may not benefit from even the most innovative language learning methods, while low-quality language learning apps may not provide learners with the level of engagement traditional methods of teaching

innovative teaching methods are making it easier and more engaging to learn a foreign language.

Equipping with the skills you need to communicate effectively with people around the world is more important than ever.

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MAKTABGACHA YOSHDAGI BOLAGA IKKINCHI TIL O'QITISHDAGI INNOVATSION YONDASHUVLAR

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Ingliz tili o'qituvchisi

Annotatsiya. Ushbu maqolada maktabgacha ta'lim yoshidagi bolalarning ikkinchi til mashg'ulotlarida chet tilini mukammal o'zlashtirishining kelajakda bola hayotida tilning ahamiyati qanchalik va mashg'ulot jarayonida ularning yosh psixologik xususiyatlarini hisobga olgan holatda yoshga oid terminlarni o'rgatish nazarda tutiladi.

Kalit so'zlar: intellekt, dialog, monolog, individual qobiliyatlar, raqamlar, magazin, shopping, nutqiy rivojlanish;

Аннотация: В данной статье раскрывается значение языка в жизни ребенка в будущем в совершенстве овладения иностранным языком на занятиях по второму языку детей дошкольного образовательного возраста и преподавание возрастных терминов в случае учета их психологические особенности юноши в процессе обучения.

Ключевые слова: интеллект, диалог, монолог, индивидуальные умения, числа, журнал, покупки, развитие речи;

Annotation: In this article, the importance of the language in the child's life in the future of perfect mastery of a foreign language in the second language classes of children of preschool education age and the teaching of age-related terms in the case of taking into account their young psychological characteristics in the course of the training.;

Keywords: intelligence, dialogue, monologue, individual skills, numbers, magazine, purchases, speech development;

Tilga o'rgatish, nuqtani rivojlantirish nafaqat lingvistik sohada (bolaning til ko'nikmalarini – fonetika, leksika, grammatikani egallab olishi), balki bolalarning o'zaro hamda kattalar bilan muloqotini shakllantirish sohalarida ham ko'rib chiqilmoqda. Shundan kelib chiqqan holda, e'tiborga molik vazifa nafaqat nutq madaniyatini, balki muloqot madaniyatini ham shakllantirishdan iboratgina emas balki, uning hayotida tilning ahamiyati nechog'li ekanligini singdirish ham muhim masala bo'ladi.

Maktabgacha yoshdagi bola nutqini rivojlantirishning asosiy vazifasi bola tomonidan ikkinchi tilning har bir yosh bosqichi uchun belgilangan normalari va qoidalarini o'zlashtirilishi hamda uning kommunikativ qobiliyatlarini shakllantirishdir. Biroq, bir xil yoshdagi bolalarning nutqiy darajasi bir-biridan mutlaqo farq qilishi mumkin. Shuning uchun maktabgacha yoshda bola nutqni o'stirish va shakllantirish (chet tilini egallash) o'z tabiatiga ko'ra ko'p qirrali jarayon hisoblanadi. U aqliy rivojlanish bilan uzviy bog'langan, chunki insonning rivojlangan tafakkuri – bu nutqiy, til, so'z-mantiqiy tafakkurdir. Nutqiy rivojlanish, tilni egallash va aqlni, bilishni rivojlantirish o'rtasidagi o'zaro bog'liqlik tafakkurni rivojlantirish uchun tilning qanchalik muhim ahamiyatga egaligidan dalolat beradi.

Bu masalada F.A.Soxin[2] alohida to'xtaladi. Nutqiy (til) va

intellektual rivojlanishdagi o'zaro bog'liqlikni teskari yo'nalishda – intellektdan tilga qarab ham ko'rib chiqish zarur. Bunday yondashuvni shartli ravishda intellektning til (lingvistik) funksiyasini tahlil qilish, ya'ni intellekt, fikrlash faoliyatining tilni egallashdagi ahamiyatini aniqlash sifatida ham belgilash mumkinligini ta'kidlaydi.

Ayniqsa, nutqda bolaga hozirgi zamon iqtisodiy terminlarini o'rgatish, ya'ni mazmunli, mantiqiy, izchil nutqni shakllantirishda nutqiy va zamonaviy intellektual rivojlanish o'rtasidagi uzviy aloqa yanada aniqroq ko'rinadi. Biron-bir narsa miqdori va soni haqida tushunarli qilib so'zlab berish uchun hikoya ob'ektini (predmet, voqeani) aniq tasavvur qilish, tahlil qila olish, asosiy xususiyat va sifatlarni tanlab olish, predmet bilan hodisalar o'rtasida turli nisbatlarni (son-miqdor, chama) o'rnatish lozim. Bundan tashqari, ushbu terminlarni ifodalash uchun eng maqbul so'zlarni tanlay olishni, oddiy va qo'shma gaplarni tuzishni bilish, alohida gaplar va fikrlarning bo'laklarini bog'lash uchun turli vositalardan foydalanish mumkin.

Ikkinchi tilni to'laonli egallash, til qobiliyatlarini rivojlantirish maktabgacha yoshdagi bola shaxsini va tilni to'laonli shakllantirishning o'zagini tashkil etadi.

Maktabgacha yoshdagi bolalar nutqini rivojlantirishda erishilgan asosiy natijalar tengdoshlar bilan muloqot asosiy o'rin egallaydigan kommunikativ kompetensiya sohasidagi chuqur o'zgarishlar bilan bog'liq. Bola katta yoshdagi odamdan ko'ra o'z tengdoshini afzal ko'ra boshlaydi. Birga o'ynayotgan o'rtog'iga qaratilgan nutq kattalar bilan bo'lgan nutqdagiga nisbatan mazmunliroq bo'lib boradi. Sherik bilan dialog muvofiqlashtirilgan predmetli va nutqiy harakatlar tusiga ega bo'ladi. Bola endi qo'shnisining e'tiborini o'ziga jalb qilishni biladi, uning o'zi o'rtoqlarining ishlari va fikrlari bilan qiziqadi. Masalan ikki tengqur bola bir-biri bilan o'z dunyosi o'z olami doirasida suhbatlashadi.[1]

-Muhammadali, seni nechta koptoging bor?

-Menda 10 ta.

-Voy rostanmi?

-Menda esa atiga 2 ta

-Sen ingliz tilida sanashni bilasanmi?

-Ha ?

-Kel koptoklaringni ingliz tilida sanaymiz, Muhammadali!

- Ok

-one,two,three,four,five,six,seven,eight,nine,ten..... [5]

Ko'rinib turibdiki, bolalar nutqining funksiyalari ko'p qirralidir. Bunda bola nutqdan atrofdagilar bilan muloqot o'rnatish, o'ziga, o'z ishlari va kechinmalariga e'tiborni jalb qilish, bir-birini tushunish, sherigining xulqiga, fikr va hissiyotlariga ta'sir qilish, o'z faoliyatini yo'lga qo'yish, o'zining va birga o'ynayotgan o'rtoqlarining harakatlarini muvofiqlashtirish uchun foydalanadi. Nutq atrofdagilar haqidagi bilimlarning muhim manbai, tabiat, narsalar va kishilar olami to'grisidagi tasavvurlarni qayd etish vositasi, bilish faoliyatining vositasi bo'lib xizmat qiladi. Maktabgacha yoshdagi bola uchun nutq ob'ektiv munosabatlarning alohida sohasi bo'lib, bola ularni so'zlar, tovushlar, qofiyalar, ma'nolar bilan o'ynash orqali anglab etadi.

-Oyijon o'yinchoqlar qayerda sotiladi?

-Magazinlarda, Marketlarda!?

-Oyijon osmonda yulduzlar qancha?

-Sanoqsiz o'g'lim.

-Oyijon yomg'ir bulutlardan yog'adimi?..... [5]

Bola o'zining amaliy, bilish va shaxsiy ehtiyojlarini qondirish uchun o'zida mavjud bo'lgan barcha vositalardan va noixtiyoriy vaziyatlarda fikr bildirishdan, nonutqiy vositalardan (imo-ishoralardan, mimika va harakat) va bevosita nutqning o'zidan foydalanadi. Nutqning barcha turlari va shakllari til shaxsining takrorlanmas individual portretini hosil qilgani holda o'zaro birgalikda mavjud bo'ladi.

Ma'lumki, dialogni rivojlantirish faqatgina nutqning muayyan kompozitsion shaklini o'zlashtirishdan iborat bo'lib qolmay, balki u bolaning ijtimoiy jihatdan rivojlanishi va uning shaxsi shakllanishining muhim tarkibiy qismi bo'lib ham hisoblanadi. Dialogik muloqot nafaqat xabar qilishga (intellektual mazmundagi xabarga) va o'z manfaatlariga yo'naltirilishni, balki sherigining mavqesisini, uning manfaatlari, istak-xohishlari va kayfiyatini ham hisobga olishni nazarda tutadi. Dialogda nutqiy harakatlarni muvofiqlashtirish to'g'ridan-to'g'ri sherigini tushuna olish, uning nuqtai-nazarini qabul qilishni bilishga ham bog'liqdir. Bunday tajribani bolalar o'zaro uyushgan faoliyatda (birgalikda yasash, rasm chizish, hikoya qilish, jamoaviy o'yinlar) orttiradilar.

Jamoaviy o'yin turlaridan "Sanog'ini top" o'yinini olsak, bu faoliyat orqali bolaning nutqi rivojlanishiga amaliy yordam beradi.

Tengdoshlar bilan muloqotda bola nutqi mazmunlilik (muloqot vaziyatidan qat'iy nazar til vositalaridan foydalanish asosida mazmunning tushunarlilik) kasb etadi.[3]

Demak, Maktabgacha ta'lim yoshdagi bolalarning dialogik muloqoti jarayonida nutqning yangi shakli – monolog vujudga keladi va shakllanadi. U bolaning o'z fikrlari, hissiyotlari, atrofdagi olam haqidagi bilimlari bilan o'rtoqlashishni istashi tufayli vujudga keladi.

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WHEN APPLYING INNOVATIVE METHODS TO IMPROVE THE QUALITY OF EDUCATION: PROBLEMS AND SOLUTIONS

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Abstract

This article discusses the use of innovative methods of improving the quality of education: problems and solutions, several methods of effective teaching in pedagogical educational institutions, as well as some modern practical and theoretical work on further improvement of pedagogical education.

Keywords: In the application of innovative methods of improving the quality of education: problems and solutions, types of education, pedagogical approach, quality of education, difficulty in education, problem in pedagogy, project, scientific-theoretical, practical foundations, interest, activity, interactive methods

Аннотация

В данной статье рассматривается использование инновационных методов повышения качества образования: проблемы и решения, несколько методов эффективного обучения в педагогических учебных заведениях, а также некоторые современные практические и теоретические работы по дальнейшему совершенствованию педагогического образования.

Ключевые слова: В применении инновационных методов повышения качества образования: проблемы и решения, виды обучения, педагогический подход, качество образования, трудность в обучении, проблема в педагогике, проект, научно-теоретические, практические основы, интерес, деятельностный, интерактивный. методы .

Annotatsiya

Ushbu maqolada ta'lim sifatini oshirishning innovatsion usullarini qo'llashda: muammolar va yechimlar, pedagogik ta'lim muassalarida samarali o'qitishning bir qancha usullari, shuningdek, pedagogik ta'limni yanada yaxshilashda ba'zi zamonaviy amaliy va nazariyalar ishlar muhokama qilinadi.

Kalit so'zlar: Ta'lim sifatini oshirishning innovatsion usullarini qo'llashda: muammolar va echimlar ta'lim turlari , pedagogik yondashuv , ta'lim sifati, ta'limdagi qiyinchilik, pedagogokadagi muammo, loyiha, ilmiy-nazariy , amaliy asoslar, qiziqish, faoliyat, interfaol usullar.

INTRODUCTION

In today's world, education is one of the most important aspects of life. It is the key to personal and professional growth, and it is essential

for the development of any society. In recent years, there has been a significant shift towards the use of innovative methods of improving the quality of education. These methods include the use of technology, project-based learning, and personalized learning. While these methods hold great promise, there are also several challenges that must be addressed in order to ensure their effectiveness. In this article, we will explore some of these methods and their potential solutions. It will discuss the current state of pedagogical education, the challenges faced, and the solutions that can be implemented to overcome these challenges.

LITERATURE ANALYSIS AND METHODS

In the process of research "Using innovative methods of improving the quality of education: problems and solutions" popular methods of further improving the quality of education and training of personnel were used in vocational education institutions, higher education institutions and schools, internet resources were used. In the process of writing the article, theoretical deductive conclusion, analysis and synthesis, principles of logic were used.

DISCUSSION AND RESULTS

One of the biggest challenges in the application of innovative methods of improving the quality of education is the lack of resources. Many schools and educational institutions, particularly those in developing countries, simply do not have the resources to invest in the latest technology or to provide the necessary training for teachers and students. This can lead to a situation where only a small percentage of students have access to the latest technology or the most effective teaching methods, while the majority are left behind.

Another challenge is the resistance to change. Many teachers and educators are comfortable with traditional teaching methods, and may be resistant to the use of new technologies or teaching methods. This can be a significant barrier to the adoption of innovative methods of improving the quality of education, as it can be difficult to convince teachers and educators to change their approach. A related challenge is the lack of training for teachers and educators. Even those who are open to the use of innovative methods may lack the necessary skills and knowledge to effectively implement them. This can lead to frustration and a lack of confidence in the new methods, which can in turn lead to their abandonment.

Another challenge is the issue of scalability. Innovative methods of improving the quality of education may work well in small-scale pilot projects, but may be difficult to implement on a larger scale. This is particularly true in developing countries, where the infrastructure and resources may not be in place to support large-scale adoption of new technologies or teaching methods.

Finally, there is the challenge of measuring the effectiveness of innovative methods of improving the quality of education. Traditional metrics such as test scores may not be sufficient to capture the full impact of these methods, and it can be difficult to quantify the benefits of personalized learning or project-based learning. Despite these challenges, there are several strategies that can be employed to address them. One approach is to focus on building partnerships between educational institutions and private sector companies. This can help to provide the necessary resources and expertise to implement innovative methods of improving the quality of education, while also creating opportunities for students to gain real-world experience and skills.

One of the most significant challenges when applying innovative methods to education is resistance to change. Teachers and administrators may be hesitant to adopt new methods and technologies, especially if they have been teaching for a long time and are comfortable with their current teaching methods. This resistance to change can be due to a lack of training or support, fear of failure, or a belief that traditional teaching methods are superior.

Another approach is to focus on teacher training and development. By providing teachers with the necessary skills and knowledge to effectively implement innovative methods of improving the quality of education, they can become advocates for change within their schools and communities. It is also important to involve students in the process of innovation. By giving students a voice and allowing them to contribute to the development and implementation of new technologies and teaching methods, they can become more engaged and invested in their own education.

Finally, it is important to focus on developing new metrics for measuring the effectiveness of innovative methods of improving the quality of education. This may involve a shift away from traditional metrics such as test scores, and towards more holistic

measures such as student engagement, critical thinking skills, and creativity.

Blended learning is an innovative method that combines traditional classroom learning with online learning. This approach allows students to learn at their own pace and provides them with the flexibility to access educational resources anytime, anywhere. Blended learning has been found to be effective in improving the quality of education as it allows for a more personalized approach to learning. Additionally, it has been found to be cost-effective, as it reduces the need for physical classroom space and resources.

Gamification refers to the use of game design elements in non-game contexts, such as education. This approach makes learning more engaging and interactive, which can improve student motivation and retention. Gamification can be implemented in various ways, such as through the use of educational games, quizzes, and challenges. It has been found to be effective in improving student engagement and academic performance.

Personalized learning is an approach that focuses on tailoring education to the individual needs and interests of each student. This approach allows students to learn in a way that suits their learning style, pace, and preferences. Personalized learning can be achieved through the use of technology, such as adaptive learning software, which can analyze student data and adjust the learning experience accordingly. Personalized learning has been found to be effective in improving student engagement, motivation, and academic performance.

Project-based learning is an approach that focuses on hands-on, real-world learning experiences. This approach allows students to apply their knowledge and skills to solve real-world problems, which can improve their critical thinking, problem-solving, and collaboration skills. Project-based learning can be implemented in various ways, such as through group projects, research projects, and community service projects. It has been found to be effective in improving student engagement, motivation, and academic performance.

The flipped classroom approach involves flipping the traditional classroom model, where students watch pre-recorded lectures and complete online assignments outside of class, and use class time for collaborative activities, discussions, and problem-solving. This approach allows for a more personalized and interactive learning experience, which

can improve student engagement and academic performance. Additionally, it allows for more efficient use of class time, as students can work at their own pace and receive individualized support from their teacher.

One of the key challenges in implementing innovative methods in education is the need for teacher training. Teachers need to be trained on how to use technology effectively, how to design engaging and interactive learning experiences, and how to evaluate student progress. Teacher training programs should be designed to provide teachers with the necessary skills and knowledge to implement innovative methods effectively.

Another challenge in implementing innovative methods in education is the need for adequate technology infrastructure. Schools need to have access to reliable internet, computers, and other necessary equipment to support innovative methods such as blended learning and personalized learning. Additionally, schools need to ensure that their technology infrastructure is secure and protects student data.

To address the resistance to change, it is essential to provide professional development and support for teachers and administrators. This can include workshops, training sessions, and ongoing support from instructional coaches. By providing teachers with the knowledge and skills needed to implement new methods effectively, they will feel more confident and comfortable in using them. Additionally, it is crucial to provide ongoing support to address any issues or concerns that may arise during the implementation process.

To address this challenge, it is essential to invest in infrastructure. Governments and organizations can provide funding for schools and universities to acquire the necessary resources to implement innovative methods. This can include providing computers, software, and internet access. Additionally, schools and universities can partner with local businesses and organizations to acquire necessary resources or seek grants from foundations that support educational innovation.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the scientific-theoretical and practical foundations of professional education are closely interrelated. The scientific-theoretical foundations provide a theoretical framework for the development and delivery of educational programs. They ensure that educational programs

are based on sound educational principles and are effective in achieving their objectives. The practical foundations, on the other hand, are concerned with the application of the scientific-theoretical foundations in the delivery of educational programs. They ensure that learners acquire the practical skills and competencies required to excel in their chosen career. It is necessary to use scientific research methods such as observation, experiment, measurements, analysis and synthesis, induction and deduction, comparison and analogy in the formation of minor research skills in students. It is important not only to form knowledge and skills in students, but also to acquire competencies to apply them in life situations.

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ИНГЛИЗ ТИЛИ ДАРСИДА ИНТЕРАКТИВ ДОСКАНИНГ АХАМИЯТИ

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АННОТАЦИЯ:

Ушбу мақолада таълим соҳасининг барча бўғинлари педагог ходимларини дарс жараёнларида интерактив доскани яратиш ва ундан самарали фойдаланиш усуллари ҳақидаги илмий қарашлар ифодаланган.

Калит сўзлар: интерактив доска, метод, харита, слайд, мультимедиа, презентация.

ANNOTATION

This article expresses scientific views on the methods of creating and using an interactive whiteboard in the educational process of teaching staff at all levels of education.

Key words: interactive board, method, map, slide, multimedia, presentation.

АННОТАЦИЯ

В данной статье выражены научные взгляды на методы создания и использования интерактивной доски в учебном процессе педагогических кадров всех уровней сферы образования.

Ключевые слова: интерактивная доска, метод, карта, слайд, мультимедиа, презентация.

Замонавий технологияни кириб келиши билан инглиз тилини ўқитиш анъанаси сезиларли даражада ўзгарди. Янги технологиялардан фойдаланиб,

ўқитишнинг бир қанча ўзига хос афзалликлари мавжуд. Бундан ташқари ўқитиш тизимини анча самарадорлигини оширади ва ўз навбатида тил ўрганаётган ўқувчини замон билан ҳамнафас бўлиб, олға интилишига кўмаклашади. Янги технология аста секинлик билан билан анъанавий ўқитишнинг ўрнини эгалламоқда. Ўқитувчи ўз касбини севса, ўз устида ишласа

янги технологиялардан бахобар бўлса, тўғри фойдаланиб ва ўринли қўллай олса, ўқувчиларни дарсга қизиқтира олади ва ўқувчини билими ортиб боришида катта хисса қўшган бўлади. Замонавий интерактив доскани таълим олишдаги ахамиятини кўриб чиқсак.

Бу доска бармоқ орқали бошқарилиб, бўр ҳам керак эмас. Турли талабалар, ўқитувчилар ёки фойдаланувчилар бир-бирлари билан реал вақтда қўллай олиш, мулоқот қилиш имкониятига эга бўла оладилар. Аннотациялар, Word, Excelда сақланиши мумкин. Объектларга расмлар, видеолар, хужжатлар киритиш ва улардан хоҳлаган вақтда яна қайта фойдаланиш дарс жараёнини самарали ташкил этишда, интерактив усуллардан кенгроқ фойдаланиш имконини яратади. Кўп ҳар хил узатиш симларига эҳтиёж бўлмасдан Хонадан хонага осон кўчирилади. Хонанинг исталган бурчагига зарурат туғилганда обориб қўйиш мумкин. Доскага бир вақтнинг ўзида иккита ўқувчи чиқиб бемалол бармоқлари орқали расмлар чиза олади. Инглиз тилида ҳар хил ўйинлар ўйнай олади. Илгари проектор орқали дарс ўтганда проектор учун компьютер, мишка, калонка, монитор керак бўлган бўлса ҳозир биттагина интерактив доска ҳаммасини ўз ичига қамраб олган бўлиб, дарсни сифатли даражада ўтишда хизмат қилади. Доска рангларни тиниқ қилиб кўрсатиб, товуш системаси ҳам яхши яратилган бўлиб, ўқувчиларга товушни аниқ ва рафон етказиб беради. Интерактив доскани

ишлатганда вақт тежалади. Илгари оддий доска билан ишлаганимизда бўр,сув керак бўлган бўлса,энди бунга хожат йуқ. Ўқитувчи тез мавзуга киришиб, тушунтириб, ўқувчилар билан амалий машғулотлар қилиб, дарс охирида ўқувчилар қанчалик даражада ўзлаштира олганлигини текшира олади,бахоллай олади. Ўқувчи дарсда инглиз тилининг тўртта аспекти бўйича билимини мустахкамлайди. Яъни бу гапириш, эшитиш, езиш ва ўқиш. Ўқувчилар тез мулоқатга кира оладилар. Бир дарс мобайнида бир нечта методлар орқали дарсни ўзлаштирадилар. Ўқувчи уйда тайерлаб келган слайди орқали доскани ишлатган холда презентация қилиши мумкин. Ўқитувчи ва ўқувчи ортиқча энди қогоз кўтариб юрмайди. Ўқувчилар бир бири билан биргаликда ишлашга, мулоқат музокара қилишга ўрганади. Доска орқали инглиз тилида кўриб тушуниш вазифалари тез амалга ошади. Доскада бемалол хар хил фигураларни, геометрик шаклларни,харитани чизиб,хам тайер қўйиб ишлатиш мумкин.

Интерактив доска проектор билан компьютерни ўз ичига қамраб олган ускуна бўлиб, уни кўп қулайликлари бор. Интерактив доскада мультимедиа орқали хам дарс утиш мумкин. Ўқитувчи керакли бўладиган маълумотларни қогозга чиқармай туриб доска орқали тушинтира олади. Ўқитувчи илгари сумкасида китоб, дафтар, луғат,қогоз, журнални, файл папкани оғир қилиб кўтариб юришига тўғри келарди, энди бу доска ишини енгиллаштирди. Энди кичкина флашка билан доска ўқитувчи учун хизмат қилади. Интерактив доскадан фойдаланиб ўқитишда ўқитувчининг роли,махорати катта аҳамиятга эга бўлади. Ўқитувчи қанчалик тажрибали ўз касбини устаси бўлса, дарс шунчалик мазмунли ва қизикарли бўлади. Интерактив доскани дунегга келиши билан танишсак. Дэвид Мартин деган инсон, Нью Йоркда 1986 йилда шу доскани яратишни таклифини беради 1987 эса бу доска яратилади. Хозирда доска яратилганига 35 йил булди. Келажак авлодларга таълим олишида катта хизмат кўрсатапти. Инглиз тили дарсида қандай ишлата оламиз. Инглиз тили дарсида бу доска китоб вазифасини бажаради. Яъни дарсликни экранда очиб, турли машқлар қилиш мумкин.

1.Аудио вазифасида қўшиқ қўйиб бериш мумкин. Қўшиқ субтитри билан

қўйилиб ўқувчи қўшиқ айтиб ҳам ўқишни, ҳам тўғри талаффуз қилишни

ўрганади.

2. Дарсни мавзусига оид видео кўрсатиш мумкин.

3. Инглиз тилида тестларни хилма хил турини бажаради.

Экрандан тўғридан

тўғри биргаликда жавобини излайди.

4. Инглиз тилида грамматика мавзуларини жонли мулоқат орқали инглиз

тили ўқитувчиларини дарслари билан танишади.

5. Дарсда доска орқали хилма хил мавзуга оид крассвордлар ишлайди.

6. Топишмоқлар топади.

7. Доскага ўқувчини чиқариб турли хил ўйинлар ўйнайди.

8. Гап тузиш вазифасида ўқувчи бармоғи билан сўзларни тўғри жойлайди.

9. Инглиз тили фонетикаси бўйича турли хил топшириқлар қилади.

10. Берилган саволларга жавоб беради.

11. Машқда берилган сўзларни тўғри матнга жойлаш вазифасини бажаради.

12. Диалогни эшитиб туриб, экрандаги машқа тўғри сўзни қўйишни

бажаради.

13. Экрандаги сўзларни от, сифат, феълга ажратадиган машқлар қилади.

14. Сўзларни ўқиб, ўнг тарафдан маъносини қидириб топади.

15. Расмларни кўриб, инглиз тилида гаплар тузади.

16. Сўзларда тушиб қолган харфларни тўғри қўйиб гап тузади

17. Ўқувчи ўртоғи билан берилган саволларга бахс, музокара орқали суҳбат

олиб боради.

18. Матни ўқиб, сифатларни ажратади.

19. Презентация қилиш орқали.

20. Мавзуга оид мультимедиа кўрсатиш йўли билан ишлатиш мумкин.

Интерактив методлар билан ишлаганда, интерактив досканинг ахамияти катта бўлиб, бу ҳар бир ўқитувчига осонлик ва қулайликлар беради.

Тўғридан тўғри чет элдаги малакали ўқитувчилар билан ўқувчи жонли мулоқот,

фикр алмашишда, масофавий таълимда катта ахамиятга эгадир. Замон жадаллик билан ривожланаётган вақтда ешлардан кўп ва ҳар тамонлама билимли бўлишни талаб қилади. Келажагимиз авлодлари янги технологиялардан хабардор ва фойдалана билишлари керак.

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Hikoyalar orqali ingliz tili o'qitish metodikasini takomillashtirish.

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Annotatsiya: Hikoyalar dars davomida o'quvchilarning ingliz tilining asl ko'rinishini tushunishga, ularga motivatsiya berishga yordam beradi. Bunday darslarda o'qituvchi til manbaiga aylanadi va o'quvchilar faol ravishda jalb qilinib, "til bilan yashaydilar".

Kalit so'zlar: Hikoyalar, muhit, tinglash, o'quvchilarning joylashish o'rnini, kiyimlar, o'yinchoqlar, rasmlar, tartib, xotira o'yinlari.

.Abstract: Stories help students to understand the original view of the English languages during the lesson and motivate them. In such lessons, the teacher becomes the source of the language and the students are actively involved and live with the language

Key words: Stories, surrounding, listening, location of students, clothes, toys, pictures, sequence, game memory.

Аннотация

Рассказ помогают учащимся понять первоначальный облик английского языка на уроке, мотивируют их. На таких уроках учитель становится источником языка, а учащиеся активно участвуют и живут с языком.

Ключевые слова: Рассказы, среда, аудирование, расстановка учащихся, одежда, игрушки, картинки, порядок, игры на память.

Ushbu uslubiy ko'rsatmaning asosiy vazifasi bugungi kunda maktabgacha ta'lim muassasalari, maktablar, oliy o'quv yurtlari talabalari va mustaqil ingliz tilini o'rganmoqchi bo'lgan har qanday yoshdagi izlanuvchilar uchun kichik hajmli hikoyalarning muhimligi va bunday hikoyalardan til o'rganish jarayonida unumli foydalanish samarali yordam berishini ko'rsatishdir. Hikoyalar orqali ingliz tilini o'rganishida juda qiziqarli va motivatsiya beruvchi, til o'rganuvchilarida tilga bo'lgan ijobiy munosabatni shakllantiradi. Har bir o'rganuvchi o'z ona tilida muloqot qila olishi hamda o'z fikrini bayon qila olganidik, ingliz tilidagi kichik hikoyalarni o'rganib tahlil qilib o'z o'y fikrlarini sekin asta ingliz tilida ayta boshlaydi, namuna sifatida o'z ona tilidagi g'oyalardan fiydalanadi. Bu maqsadga erishish uchun ayniqsa kichik hikoyalardan foydalanish samarali yo'l hisoblanadi. Bu kabi kichik hikoyalar o'rganuvchilarning lug'aviy boyligini va tilni tushunib yetishga bo'lgan

qiziqishini oshiradi. Bizga yaxshi malumki qiziqtirish shaxsning shakllanishida va faolligini oshirishda eng kuchli qurol bo'lib xizmat qiladi. Shuningdik, o'rganuvchilarda asarlarga, adabiyotga bo'lgan mexri yanaham ortadi. Yuqorida keltirilgan maqsadlarga erishish uchun bir bir qancha metodlardan foydalanamiz.

Hikoyalar orqali ingliz tilini o'rganish usullari

Til o'rgatish darslarida hikoyalardan faqatgina maroq olish uchun emas balki maqsadli ravishda foydalanilsa o'quvchilarda til ko'nikmalarini rivojlantirishning imkoniyati oshadi. Darslarda hikoyalar ishlatishning dastlabki bosqichidanoq o'quvchilar diqqatini-e'tiborini tortadigan va ularni izlanishga undaydigan maqsadlarda foydalanish ayni zaruratdir. Bundan tashqari, darsda hikoyani ishlatishdan oldin uning quyidagi kriteriyaga moslini tekshirib, so'ng tanlab olish kerak:

Hikoya o'zingizga yoqadimi, uni maroq bilan aytib bera olsizmi?

1. O'quvchilarni o'ziga jalb qila oladimi?

2. O'quvchilar uchun u maroqlimi, ularni qiziqtirib qo'ya oladimi?

3. O'quvchilaringiz ehtiyojlariga mosmi?

4. Undan to'laqonli zavq olishlari uchun har bir o'quvchiga tushunarli bo'ladimi?

5. Til o'rgatishda qo'ygan maqsadingizga mos keladimi?

6. To'g'ri hajmdami?[3]

Hikoyalar maroqli va motivatsiya beruvchi. Bundan tashqari ular o'quvchilarda tilga bo'lgan ijobiy qarashni shakllantiradi va qiziqishini oshiradi. Hikoyalar tilni o'rganishga bo'lgan xohishni keltirib chiqaradi. Hikoyalar tasavvur qila olish va ijodiy fikrlashni rivojlantiradi. O'quvchilar o'zlarini hikoya qaxramonlari bilan taqqoslashlari va hikoyaga shaxsan jalb etilishi mumkin. Hikoyalar tinglash bu ijtimoiy ulashiladigan tajribadir. Hikoyani maroq bilan tinglab, mazza qilib kulgan bolada o'ziga bo'lgan ishonch ortadi va uning ijtimoiy- hissiy qobiliyatlari rivojlanadi. Bolalar hikoyalarni qayta-qayta tinglashni yaxshi ko'rishadi. Ularning tez-tez takrorlanishi tilning ma'lum bir jihatlarining o'zlashtirilishiga olib keladi.

Hikoyalardan foydalanishning muhim jihatlar

Hikoyani birinchi marta taqdim etayotganda quyidagi jihatlariga ahamiyat qaratish lozim:

Sinfda tinch va norasmiy muhitni yaratish. O'qituvchining o'quvchilar bilan samimiy va do'stona munosabat qilishi darsda xotirjam

muhitni yaratilishiga hamda o'quvchilarning o'zlarini erkin his qilishlariga imkon beradi.

O'quvchilarni odatdagidan ko'ra o'qituvchiga yaqinroq o'tqizish. Ular o'qituvchi hikoyani o'qiyotganiga uning yuz ifofasini, lablar harakatini yaqinroqdan kuzishlari lozim.[1]

O'quvchilarning joylashish holati. Ularning o'tirish holatini o'zgartirish o'qituvchi va o'quvchi o'rtasida do'stona munosabat o'rnatilishiga olib kelib, o'quvchilar ustozining o'zlari bilan nimanidir bo'lishmoqchi ekanligini his qiladilar. Bu esa ularning diqqatini jam qilishlariga undaydi.

Hikoya tinglash burchagini tashkil etish. Buni amalga oshirish uchun sinfdagi gilam to'shalgan joyga bolalarni yarim aylana shaklida o'tqazdirib, oldilariga o'zlarini erkin his qilishlari uchun yostiqlar qo'yilishi hamda oldilaridagi kitob javonidagi kitoblarning qo'l yetadigan tarzda o'rnatilishi maqsadga muvofiqdir.

Kitob o'qish burchagini rasmlar bilan bezatish. Ushbu kitob o'qish va hikoya tinglash burchagini yanada e'tiborni tortadigan qilish uchun uni yorqin rasmlar va gullar bilan bezash mumkin. Agar ushbu burchak bolalar allaqachon o'qigan hikoya qahramonlarining o'zlari yasagan tasvirlari bilan bezatilsa nur ustiga a'lo nurdur.

Eng qiziqarli kitoblar yoki hikoyalarning top o'nligi reytingi. O'qish burchagiga o'quvchilar nazarida eng qiziqarli kitoblarning top o'nligi aks etgan reytingi aks ettirilishi ham mumkin. Eng qiziqarli kitoblarning top reytingiga qarab o'quvchilar nafaqat o'z ona tilidagi, balki o'rganayotgan tildagi adabiyotlarni o'qishga ishtiyoqi oshadi.

Hikoya tinglash vaqtini tashkil etish. Ba'zi sinflar tuzilishi jihatidan burchak tashkil etilishiga mo'ljallanmagan bo'ladi. Bunday holatlarda ba'zi o'qituvchilar o'zlarining "hikoya qopi" ga ega bo'lib, bolalarning diqqatini hikoya tinglash vaqtiga jalb etish uchun ushbu qopni o'quvchilarga ko'rsatishlari bilanoq bolalar diqqatini hikoya uchun jamlab oladilar.

Maxsus kiyim yoki qo'g'irchoqlardan foydalanish. Ayrim o'qituvchilar turli qo'g'irchoqlardan foydalanishadi, yoki boshlariga hikoya o'qish uchun maxsus qalpoq va ustilariga maxsus kiyim kiyib oladilar. Bunday amallarning barchasi hikoya o'qish vaqtiga qandaydir sirli va g'aroyib tus bag'ishlab, natijada bolalar hali hikoyani tinglamasdan turib uni yoqtirib qolishadi.

Ingliz tili darslarida hikoyalardan foydalanish usullari

Hikoyada berilgan yangi soʻzlarni taqdim etish usullari. Yangi soʻzlar taqdim etilgach, oʻquvchilar uni ishlatishlari va qay darajada tushunganliklarini aniqlash lozim. Quyida buni tekshirish uchun turli mashqlar berilgan:

“What’s missing?” Bu doskaga eng koʻpi bilan oʻnta rasm yopishtiriladi. Oʻquvchilarga koʻzlarini yopish kerakligi aytiladi. Ularning koʻzlari yumuq boʻlgan paytda rasmlardan biri olib qoʻyiladi. Oʻquvchilar koʻzlarini ochib nima yoʻqligini aytishlari lozim.

“Kim’s Game”. Bu oʻyin ham avvalgi oʻyinga oʻxshab ketadi. Oʻquvchilar olib quyilgan rasmlarning barchasini yoddan aytishlari lozim boʻladi.

Matching words to the pictures. Oʻquvchilar soʻzni toʻgʻri keladigan rasimga moslaydilar.

Guessing games. “Hide-and-Seek”- bir oʻquvchi sinfxonadan chiqib turadi. Bu paytda qolganlar sinfdagi biror buyumni bekitib qoʻyadilar. Bola qaytib kirgach, buyumning qayerdaligini topish uchun savollar beradi: Masalan, ‘Is it under the table?’. Bu oʻyin predloglar va otlarni takrorlash uchun qoʻl keladi.

Mime- oʻquvchilardan biri hayvon, kasb yoki nimaniki tanlansa shuni mimika bilan koʻrsatib beradi. Qolganlar esa buning qaysi soʻz ekanligini topishlari lozim.

Picture dictation/Giving instruction. Oʻqituvchi aniq lugʻaviy birliklarga asoslanib oʻquvchilarga yoʻllanma beradi. Masalan, “Show me a red square!”/

“Colour number four red!”.

Sequencing. Doskadagi rasmlar aralashtirib yuboriladi. Oʻqituvchi yoki oʻquvchi buyruq/yoʻnalish beradi: “Put the chocolate cake first!”.

Classification. Oʻquvchilar soʻzlarni turli toifalarga ajratadilar. Masalan, The Very Hungry Caterpillar hikoyasidagi shirin va shoʻr taomlarni ajratishadi.[2]

Memory games. “Chinese Whispers” – bir oʻquvchiga yoku guruhga ular eslab qolishi lozim boʻlgan soʻzlar roʻyxati beriladi. Shundan soʻng oʻquvchi boshqa bir oʻquvchiga bu soʻzlarni pichirlab aytishi lozim. Tinglagan bola keyingi bolaga pichirlaydi va oʻyin shu tarzda soʻngi ishtirokchiga kelgunga qadar davom etadi. Soʻngi

ishtirokchi esa bu soʻzlarni baland ovozda aytadi va birinchi tinglagan bola bilan nechta soʻz oʻzgarganligini taqqoslaydilar.

Bulardan tashqari, yangi soʻzlarni mustahkamlash uchun turli oʻyinlar mavjud. Masalan, “Hangman”, “Odd word out”, “I Spy”. Koʻpgina bolalar yangi soʻzlarni tez yodalab oladilar, lekin ularni yodda uzoq vaqt saqlash uchun qaytarib turishlari lozim. Yangi soʻzlarni taqdim etgach va ularni takrorlab boʻlgach, oʻquvchilardan ularni mustahkamlash va takrorlash uchun oʻzlari biror bir usulni oʻylab topishlari taklif etiladi. Quyida taklif etilishi mumkin boʻlgan usullarning baʼzilari berilgan:

Picture dictionary. Oʻquvchilarni oʻzlarini rasmi lugʻatlar yaratishga undash. Bunda ularni tashkil etishning yoʻllarini: alfavit tartibida, nomlanishiga va grammatik toifasiga yoki hikoyadagi xarakteri, voqealarga qarab tashkil etish muhokama qilinadi. Oʻquvchilar soʻzning maʼnosini ifodalash uchun rasm chizadilar yoki mos rasm topib yopishtiradilar, yonidan esa oʻsha soʻzni yozib qoʻyadilar. Umuman olganda, sinfxonada yaxshi lugʻatning boʻlishi maqsadga muvofiqdir. Bu oʻquvchilarni yangi soʻzlarni oʻzlari izlab topishga oʻrgatadi. Ushbu lugʻat rasmi, ikki tilli yoki elementar darajadagi bir tilli lugʻat boʻlishi mumkin.

Word families/sets. Oʻquvchilarni rasmi lugʻatga muqobil sifatida soʻz oilalarini yaratishga undash mumkin. Rasmlar hikoyalardan koʻchirib olinib, *Clothes*, *Fruit*, *Toys* kabi nomlar bilan belgilanib konvertlarda saqlanishi mumkin.

Yangi soʻzli kartochkalar. Oʻquvchilar oʻzlarini tekshirib koʻrish uchun oʻzlarining soʻzli kartochkalarini yasashlari mumkin. Kartochkaning bir tomonida rasm chiziladi. Ikkinchi tomonida esa ingliz tilidagi soʻzi yoziladi. Ular kartochkani tanlab oladilar va rasimga qarab ingliz tildagi soʻzni eslashga harakat qiladilar. Soʻng kartochkaning orqa tomoniga qarab oʻzlarining toʻgʻri topgan yoki topmaganliklarini tekshirib koʻrishlari mumkin.

Kollajlar. Kollajlar yasash yangi soʻzlarni takrorlashning foydali usuli hisoblanadi. Oʻquvchilar aniq bir mavzuga oid rasmlarni topadilar va ularning nomlari bilan birga katta qogʻozga koʻrgazmali qilib yopishtirib chiqadilar.

Hikoyada berilgan ayvonlarning nomlarini taqdim etish uchun oʻqituvchi oʻquvchilarga hayvonlarning rasmi tushirilgan kartochkalarni koʻrsatadi va quyidagi oʻyinlardan foydalansa boʻladi:

Alphabet animals: o'quvchilardan C harfiga bitta hayvon yoki K harfiga ikkita hayvon nomini topishlari so'raladi.

Total physical response: kartochkalardan foydalangan holda rasmlardan aytilgan hayvonni topish yoki uni boshqa bir hayvonning yonidan joylashtirish so'raladi.

Classification: o'quvchilardan ikkita sudralib yuruvchi yoki ikkita qushning nomini aytish so'raladi.

Repeat if it's true: hayvonlar haqida gaplar yozib, o'quvchilardan ushbu ma'lumot to'g'ri yoki noto'g'riligini so'rash.

Hafta kunlari

"What day is it?" deb so'rang. Shu darsning kunidan boshlagan holda hafta kunlarini o'rgatish yoki takrorlash maqsadga muvofiqdir. O'quvchilarda har bir so'zda nechta bo'g'in borligini va qaysi bo'g'inga urg'u berilganini so'rash, chapak solish orqali talaffuzni tekshirish.

XULOSA

Chet til o'rganish ko'p qirrali ta'limot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning turli metod va texnologiyalaridan foydalaniladi. Zamonaviy pedagogik texnologiyalar yordamida

chet til bilan ona tilini taqqoslab o'rgatish samarali natija beradi. Chet til o'rgatish

uning metodikasiga oid bilimlarga ega bo'lishni taqozo etadi. Metodika va texnologiyalar chet til o'rganish jarayonida muhim ahamiyat kasb etadi. Darsni tashkil qilishda metodika fanining turli usullari mavjud. Chet til o'qitish metodikasida keng qo'llaniladigan metodlar: kommunikativ didaktika metodi, madaniyatlararo muloqotni tashkil qilish metodi va mashqni tashkil qilish metodi hisoblanadi. Uchala metod bir biri bilan chambarchas bog'liq va bir-birini to'ldiradi.

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TA'LIM TIZIMIDA XORIJIY TILLARNI SAMARALI O'QITISHDA INNOVATSION YONDASHUV

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qarashli 43-maktab ingliz tili fani o'qituvchisi. 94-273-18-13

Annotatsiya: Hozirgi kunda til o'rganish kundalik hayotimizda, ayniqsa til o'rganuvchilar biror-bir yangi bilimni o'zlashtirayotganida, albatta, ularni yodida saqlab qolish uchun turli xil yo'llardan foydalanadi: masalan, diqqat bilan o'qishga harakat qiladi, vaqti-vaqti bilan takrorlab turishga urinadi, uni boshqalar bilan muhokama qiladi, kerakli joylarini yon daftariga yozib qo'yadi. Albatta bu uslublarning hammasi ham izchil va tartibli amalga oshirilganda o'zining ijobiy samarasini beradi. Biroq, muammo shundaki, til o'rganuvchilar bu uslublarga aslida ma'lum bir til o'rganish strategiyasi sifatida qarashlari lozim.

Kalit so'zlar: interfaol usul, innovatsion ta'lim, kreativlik, intellektual kelajak o'qituvchiga yo'naltirilgan, o'quvchiga yo'naltirilgan, tasvirlash, rag'batlantirish, ijodiy yondashuv, intellekt.

Abstract: Nowadays, language learning is in our daily life, especially when language learners are acquiring new knowledge, they definitely use different ways to remember them: for example, they try to read carefully, the time - tries to repeat it from time to time, discusses it with others, writes down the necessary parts in the side notebook. Of course, all these methods have their positive effect when they are implemented in a consistent and orderly manner. However, the problem is that language learners should consider these techniques as actually a specific language learning strategy.

Key words: interactive method, innovative education, creativity, intellectual future teacher-oriented, student-oriented, representation, stimulation, creative approach, intelligence.

Аннотация: В настоящее время изучение языков входит в нашу повседневную жизнь, особенно когда изучающие языки приобретают новые знания, они обязательно используют разные способы их запоминания: например, стараются внимательно читать, время – стараются повторять время от времени. , обсуждает с другими, записывает нужные части в боковой блокнот. Конечно, все эти методы имеют положительный эффект, когда они осуществляются последовательно и упорядоченно. Однако проблема заключается в том, что изучающие языки должны рассматривать эти методы как особую стратегию изучения языка.

Ключевые слова: интерактивный метод, инновационное образование, креативность, интеллектуальное будущее, ориентация

на учителя, ориентация на ученика, репрезентация, стимулирование, творческий подход, интеллект.

Xabarimiz borki, 2021- yilda prezidentimiz Shavkat Mirziyoyev raisligida “Chet tillarini o'qitish tizimini takomillashtirish”ga bag'ishlangan videoselektor yig'ilishida 2021-yildan chet tili o'qituvchilariga milliy va xalqaro sertifikatga ega bo'lish talabi kiritilishi haqida ta'kidlangandi. Bu esa biz chet tili o'qituvchilarining yelkasiga ulkan ma'suliyatni yuklaydi. Endi an'anaviy dars metodlari o'rniga yangi AKTdan foydalangan holda interfaol, innovatsion usullar asosida dars jarayonini tashkil qilishimiz lozim. Bu ta'lim davr talabi ham bolib, oqituvchini o'z ustida yana ham ko'proq ishlashga to'g'ri keladi. Maqolada ham dars o'tishning yangi usullariga e'tibor qilar ekanmiz avvalo, bu usullarning turi va samarasiga e'tibor qaratish lozim. Shuni alohida ta'kidlash kerakki, respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratilmoqda. Ushbu talablarga mos ravishda ta'lim muassasalari o'quv xonalar stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshdi. Chet tili fani 4 aspektga (o'qish, yozish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berildi. Ma'lumki, ta'lim jarayoni ikki yirik tarkibiy qismdan, ya'ni o'rgatish va o'rganish jarayonlaridan iborat bo'lib, bunda o'qituvchi- pedagoglarning roli ahamiyatlidir. Sababi, aynan ularning o'zlari o'quvchi-talabalarning sifatli bilim olishlari, o'tilayotgan fanlarni yaxshi o'zlashtirishlari, hamda yuzaga keladigan qiyinchiliklarni bartaraf etishda ularga to'g'ri yo'l-yo'riqlar ko'rsatish uchun mas'uldirlar.

Ushbu o'rinda, tinglovchilarning til o'rganish jarayonida bir qator strategiyalar mavjudligidan bexabar ekanliklari yoki ulardan to'g'ri foydalana olmasliklari ham asosiy sabablardan biri hisoblanadi. "Inson qadrini ulug'lash va sifatli ta'lim yili" davlat dasturiga muvofiq, xorijiy tillarni, ayniqsa ingliz tilini o'rgatishni ta'lim siyosatining ustuvor yo'nalishi sifatida rivojlantirish, ushbu yo'nalishda ta'lim sifatini tubdan oshirish, sohaga malakali pedagoglarni jalb etish hamda aholining xorijiy tillarni o'rganishga bo'lgan qiziqishini oshirish maqsadida, so'nggi paytlarda xorijiy tillarni o'qib-o'rganish orqali zamonaviy ilm-fan

yutuqlaridan bahramand bo'lish mamlakatning taraqqiy etishi va gullab-yashnashida muhim o'rin tutuvchi intellektual salohiyatning ko'tarilishiga zamin yaratmoqda.

Til o'rganish sohasida yangi pedagogik texnologiyalarining joriy etilishi, noan'anaviy dars uslublarining qo'llanilishi va zamonaviy ilmiy adabiyotlarning yaratilishiga qaramay hali ham ko'pchilik ikkinchi til o'rganuvchilarda til o'rganish bilan bog'liq qiyinchiliklar majudligi ko'zga tashlanmoqda. Buyuk tilshunos tadqiqotchi R. Oksfordning ta'kidlashicha: "Eng muvaffaqiyatli til o'rganuvchilar odatda o'zlarining bilim darajalariga, ehtiyojlariga, maqsadlariga hamda o'zlarida mavjud bo'lgan manbaalar va vazifalarga mos keluvchi strategiyani tanlay oladilar va ulardan samarali foydalanadilar". Albatta bu uslublarning hammasi o'zining ijobiy samarasini beradi.

Biroq, muammo shundaki, til o'rganuvchilar bu uslublarning aslida ma'lum bir til o'rganish strategiyasining tarkibiy qismi ekanligini anglamasdan bajaradilar. Natijada, yuqoridagi uslub-vositalarning samaradorlik darajasi past bo'lishi tabiiy holdir. Ilg'or metodlar chet tilini puxta o'zlashtirishda kompas vazifasini o'taydi.

Rolli o'yinlar bu real hayotimizdagi turli vaziyat vajarayonlarni chet tili o'rganish jarayonida qo'llashdir. Bu metod dars jarayonida til muhitini yaratishga yordam beradi. Bunday hayotiy rolli o'yinlar dars jarayonida til muhitini yaratadi, talabalarga o'z fikrlarini erkin ifoda etish imkoniyatini beradi. Rolli o'yinlarda ishtirok etish jarayonida talabalar fikrlashga o'rganadilar, o'z emotsional holatlarini chet tilida erkin ifodalay olishga o'rganadilar. Rolli o'yinlarga tayyorgarlik jarayonida bir-birining leksik, grammatik va talaffuzdagi xatolarini to'g'irlaydilar. Xato qilib va shu xatoni to'g'irlash ham tilni o'rganishga yordam beradi va talabalarni to'g'ri talaffuzga o'rgatadi. Bu esa chet tili darslarining samaradorligini oshirishga xizmat qiladi.

Keyingi metod bu «Case-study» bo' lib inglizcha, («case» — aniq vaziyat, hodisa;

«study»- o'rganmoq, tahlil qilmoq) aniq vaziyatlarni o'rganish, tahlil qilish asosida o'qitishni amalga oshirishga qaratilgan metod hisoblanadi.

Eng qiziqarli metodlardan biri - «Pantomimo» o'yinida 3 guruhga ajratiladi. Har bir guruhdan bittadan kishi doskaga chiqariladi. Ularga turli so'zlar ro'yxat asosida beriladi. Ular biror bir so'z aytmasdan imo-

ishoralar, harakatlar orqali so'zlarni qolgan guruh a'zolariga tushuntirishlari kerak.

"Muammoli vaziyat yechimi"- (Creative Problem Solving) bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi;

"Quvnoq topishmoqlar" (Merry Riddles) o'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq javobini topadilar;

"Tezkor javob" (Quick answers) o'tilgan dars samaradorligini oshirishda yordam beradi;

"Chigil yozdi" ("Warm-up exercises") o'quvchilarni darsga qiziqtirish uchun sinfda har xil o'yinlardan foydalanish;

"Pantomima" (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan paytda foydalanilsa bo'ladi."Hikoya zanjiri" (a chain story) usuli o'quvchilarning og'zaki nutqini o'stirishda yordam beradi; - "Rolli o'yinlar" (Acting characters) bu usul darsning barcha tiplarida qo'llanilishi mumkin. Hunarga o'rgatish uchun "Interpreter", "Translator", "Writer", "Poet" kabi kasbdagi kishilar darsda ishtirok etishib o'quvchilar bilan suhbatlashishlari mumkin;

- "Allomalar yig'ini" (Thinkers meeting) U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni "taklif qilish" mumkin. Bunday paytda ular aytib ketgan hikmatli so'zlardan darsda foydalanish yoshlarni komil inson bo'lib tarbiyalanishiga yordam beradi;

- Bundan tashqari xorijiy til o'rganuvchilari til haqidagi tushunchalarini muntazam kengaytirib boradilar va takrorlashni aslo kanda qilmaydilar. Ya'ni, shu paytgacha egallagan bilimlari bilan cheklanib qolmaydilar, hamda shu sohada sodir bo'layotgan o'zgarishlar va yangiliklardan doimo boxabar bo'lib turadilar. Eng muhimi, ular o'sha tilda firklashni o'rganadilar. Samarali xorijiy til o'rganuvchilarining o'ziga xos jihati shundaki, ular qaysi tilda fikrlay olsalar, shu tilda suhbat qilishning o'zlari uchun hech qanday qiyinchiligi yo'qligini yaxshi tushunadilar;

Shuning uchun shaxsiy til o'rganish uslubini ishlab chiqish, tartibga solish va eng muhimi, ularni muntazam rivojlantirib borish har bir til o'rganmoqchi bo'lganlar uchun muhim omil bo'lib xizmat qiladi. Bugungi

kun globallashuv davridir. Bu davr insoniyatning zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassisleri o'z ona tilini mukammal bilish bilan bir qatorda, xorijiy tillarni bilishi va muloqot qila olishi maqsadga muvofiq

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INGLIZ TILINI O'RGANISHGA MO'LJALLANGAN MOBIL ILOVALAR

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Annotatsiya: Ushbu maqolada ingliz tilini o'rganishga mo'ljallangan mobil ilovalar, LinguaLeo, Duolingo, Hello English, mobil ilovalardan foydalanish, mobil ilovalarni Ingliz tilida o'rganish haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Informatika, Ingliz tili, mobil ilova, mobil dasturlar, axborot texnologiya.

Аннотация: В данной статье представлена информация о мобильных приложениях для изучения английского языка, LinguaLeo, Duolingo, Hello English, с помощью мобильных приложений, изучение английского языка с помощью мобильных приложений.

Ключевые слова: информатика, английский язык, мобильное приложение, мобильные программы, информационные технологии.

Abstract: This article provides information about mobile applications for learning English, LinguaLeo, Duolingo, Hello English, using mobile applications, learning English using mobile applications.

Key words: Informatics, English language, mobile application, mobile programs, information technology.

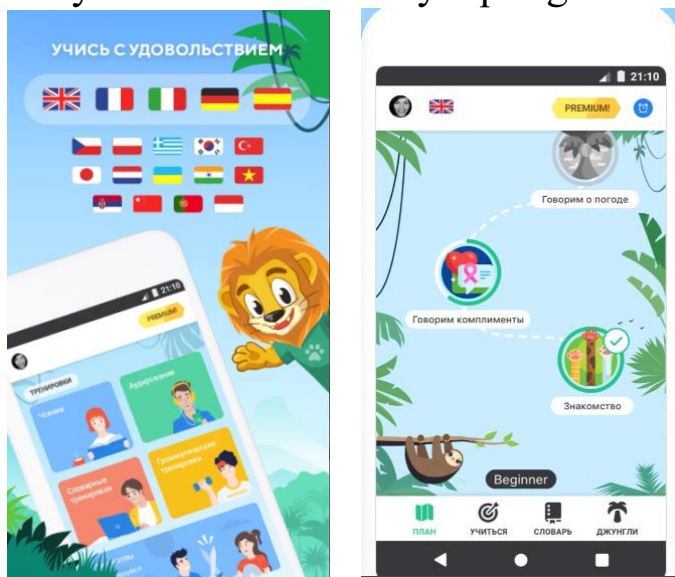
Informatika va axborot texnologiyalari hamda Ingliz tili fanlariga qiziqish kundan kunga oshib bormoqda va bu esa Informatika va axborot texnologiyalari hamda Ingliz tili faniga oid atamalarni o'rganishga bo'lgan ta'lab oshmoqda. Ingliz tili fanini o'rganishda izohli lug'atni yaratishdan ko'zlangan asosiy maqsad oliy ta'lim muassasalari talabalari hamda barcha

qiziquvchilar foydalanishi mumkin bo'lgan terminologik bazani shakllantirish hisoblanadi.

Bugungi kunda ko'plab insonlarda, turli soha vakillarida, yoshlarimizda, ayniqsa, talabalarda mobil telefonlar mavjud. Ushbu mobil telefonlardan maqsadli foydalanish maqsadida va Ingliz tilini o'rgatish maqsadida turli mobil ilovalar yaratish hamda mavjud mobil ilovalardan foydalanish mumkin. Ingliz tilini o'rganishga mo'ljallangan turli mobil ilovalar ham mavjud bo'lib, ulardan ba'zilarini ko'rib chiqamiz.

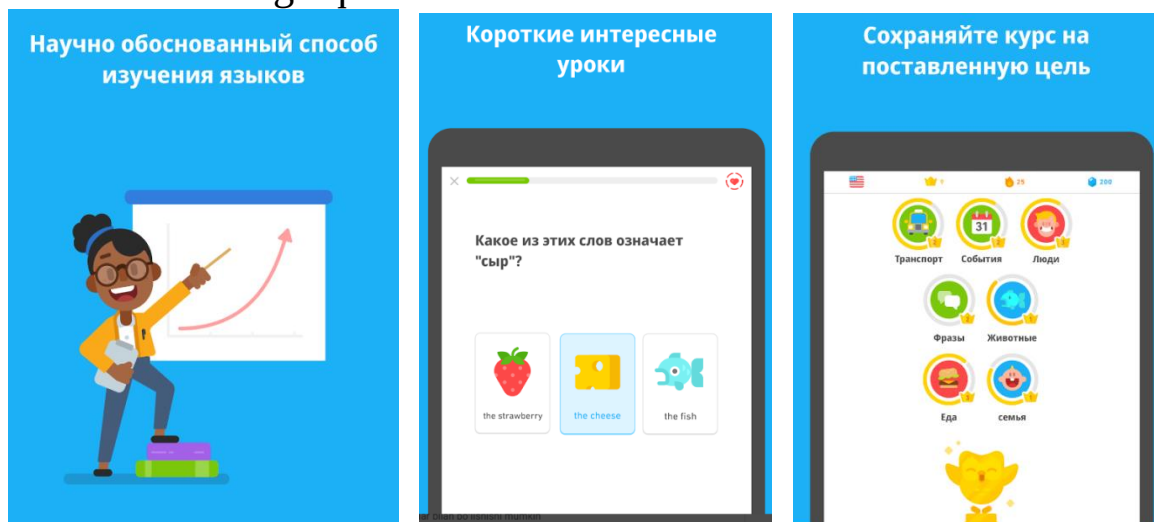
LinguaLeo (lotincha: Lingua — „til“, Leo — o'yin shahsining ismi) — Ingliz tilini o'rganish va amaliyot qilish uchun veb-servis. Bu servis „Ingliz tilini o'rganishning yetti siri“ degan loyiha asosida ish yuritadi va o'z ichiga: „Maqom (motivatsiya) va istak, haqiqiy, autentik tilni o'ziga olish, andoza yasash va nusxa ko'chirish, o'zaro iqbollash, eng maqbul (optimum) intensivlik, omildorlik va muntazamlik“ larni oladi.

Foydalanuvchining vazifasi - qiziqarli matnlarni tanlab, uni o'zlashtirish va o'ziga noma'lum so'zlarni belgilab, tarjimasini olish, mashg'ulotlarni bajarishdir. Bu loyihada „**LinguaLeo**“ shahsi ishlatililib, loyiha o'yin tarzida realizatsiya qilingan.

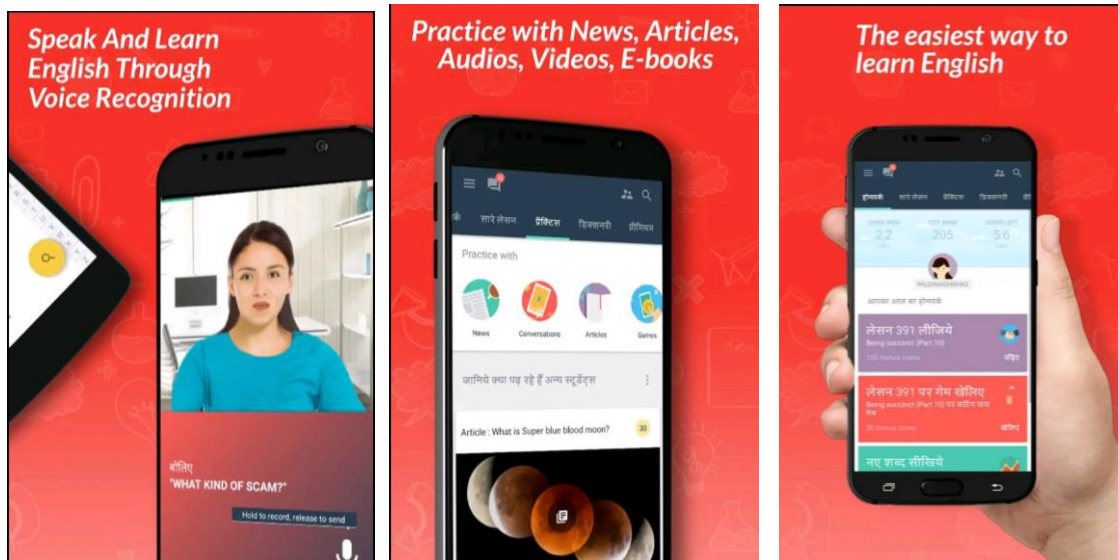


Duolingo hozirda mobil qurilmalar uchun mo'ljallangan til o'rganish uchun eng mashhur dastur bo'lib, 90 dan ortiq tillarda kurslarni taklif etadi. Uning mazmuniga bepul kirish mumkin bo'lsa-da, ilova oflayn rejimda kirish mumkin bo'lgan premium, reklamasiz versiyani taqdim etadi. Duolingo o'quvchilarining tarjimalaridan foydalanadigan veb-saytlardan biri Buzzfeed, ilovada ingliz tilini o'rganayotgan portugal, ispan va frantsuz

tillarida so'zlashuvchilar Buzzfeed maqolalarini tarjima qilishda birgalikda ishlaydi, algoritm esa yaxshiroq tarjima qilingan post yaratish uchun eng yaxshi tarjimalarni tanlaydi (Buzzfeedpress 2017, 1-bet). Duolingo mazmuni asosiydan yuqori darajaga qadar bo'lgan bo'limlarga bo'lingan. Har bir bo'lim 11 tagacha mavzuni o'z ichiga oladi, ular lug'at yoki grammatika bilan bog'liq.



Hello English - bu hind texnologiya startapi Culture Alley tomonidan ishlab chiqilgan ingliz tilini o'rganish uchun ilova. Ilovani bepul yuklab olish mumkin bo'lsa-da, har bir darsga kirish uchun bir qancha tangalar turadi. Ushbu tangalarni ikki yo'l bilan olish mumkin: ularni haqiqiy pulga sotib olish yoki ularni muvaffaqiyatli yakunlash uchun mukofot sifatida beradigan mashqlarni bajarish. Hello Englishdan har bir darsning birinchi mashg'ulotlari ma'noni o'rgatishga qaratilganga o'xshaydi. Buning uchun ilova jummalarni kichikroq til bo'laklariga ajratadi va bu bo'laklarning har birini foydalanuvchilarning tiliga tarjima qiladi. Laufer (1997), so'zning ma'nosini bilish uning yozma va og'zaki shaklini, tuzilishini, sintaktik harakatini, ma'nosini va leksik munosabatlarini bilishni o'z ichiga oladi.



Hello English tilida so'zlarning og'zaki shakli haqidagi bilimlarni sun'iy til bo'laklarini eshitish, dialoglarda qatnashish orqali rivojlantirish mumkin.

Sun'iy ravishda yaratilgan jumalardan foydalanishning bir salbiy tomoni shundaki, so'zlarning talaffuzi sun'iy bo'lishi mumkin. Yaxshi tomoni shundaki, bu Hello Englishga cheksiz miqdordagi so'zlarni talaffuz qilish imkonini beradi, bu esa o'quvchilarga ilova taklif etayotgan kitoblar va maqolalardagi har bir so'zning og'zaki shaklini eshitish imkonini beradi.

Xulosa qilib aytganda, ingliz tilini o'rganishga mo'ljallangan mobil ilovalardan foydalanish talabalar va foydalanuvchilar uchun ingliz tili atamalari, lug'atlari hamda fanni o'rganishda muhim ahamiyat kasb etadi.

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YUQORI SINIF INGLIZ TILI TA'LIM JARAYONIDA
SCAFFOLDING MODELINING MOHIYATI

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Annotasiya: Ushbu maqolada umumta'lim maktabi yuqori sinf o'quvchilarining ingliz tili darslarida yozuv kompetensiyasini scaffolding modeli asosida o'rgatishning nazariy-metodik jihatlarini haqida fikr yuritilgan.

Kalit so'zlar: yuqori sinf, yozuv kompetensiyasi, scaffolding modeli.

Abstract: This article discusses the theoretical and methodological aspects of teaching writing competence based on the scaffolding model in the English language classes of high school students.

Key words: upper class, writing competence, scaffolding model.

Tizimli yondashuv ma'lum yoshdagi o'quvchilar rivojlanishining psixolingvistik jihatlarini hisobga olinishini taqozo etadi. O'quvchining ona tili tajribasidan foydalanib predmetlar va hodisalar o'rtasidagi assotsiativ bog'lanishni qo'zg'atish mumkin va buning asosida kategoriyalar, ya'ni ona til va ingliz tili haqidagi tizimli bilimlarni bog'lash shakllantiriladi. Til materialining bilishni rivojlantirishdagi ahamiyati o'quvchini bilishga shaxsiy qiziqishi ortganida ma'lum bo'ladi. Masalan, yuqori sinflarda "Fly high" ingliz tili darsligida mavzularga oid til materiali ustida ish olib borilmaydi. Sababi, o'quvchilar uchun bunday mavzular shaxsiy ahamiyat kasb etmaydi va bunday mavzular ularning til

tajribalari doirasiga kirmaydi. Yuqori sinf o'quvchisi ingliz tilini o'zining shaxsiy amaliy tajribalari asosida ongli-amaliy usulda o'rganishi oqibatida yod olingan so'zlar, gaplar yoki qisqa nutq ma'lum vaqt o'tishi bilan xotiradan ko'tariladi. Natijada esa ta'lim sifati pasayib ketaveradi. Tizimli yondashuv ma'lum yoshdagi shaxs tafakkurining rivojlanishi va uning faoliyat turlariga xos xususiyatlarining inobatga olinishini taqozo etadi va bu o'quvchining qiziqishini va bilish faolligini sezilarli darajada oshiradi. Metodik savodli tanlangan dastur materialini uni o'zlashtirish samaradorligini 50%ga ta'minlaydi. Masalan, fonetik mashq uchun leksik birliklarni tanlashda akustik (ohangdorlik bo'yicha) yoki semantik jihatiga e'tibor qaratib, so'zlarni ma'lum oilaga umumlashtirish (sabzovotlar, kiyim-kechaklar, transport) tadbiri qo'llanilishi lozim. Maktabgacha ta'lim muassasasi tarbiyalanuvchilari uchun asosan akustik mezonga amal qilinsa, Yuqori sinf o'quvchilari semantik alomatlarni e'tiborga olib tanlangan so'zlarni yaxshi o'zlashtirishadi. Semantik mezon asosida tanlangan so'zlar umumiy belgiga ega bo'lib yagona "oila"ni tashkil qilishadi va shu sababli ular o'quvchilar tomonidan oson va mustahkam o'zlashtiriladi. Dastur materialini tarkiban shakllantirishda yuqorida bayon etilgan barcha yondashuvlardan foydalanish talab etiladi, lekin o'z navbatida qator qoidalarga amal etilishi lozim: 1. Til materialini tanlashda so'z va ifodalarning akustik, semantik, grafik, va albatta, ingliz tili grammatikasining xususiyatlarini hisobga olib lingvistik yondashuvga asoslanish lozim. Til materialini savodli tanlanishi o'quvchilarda dastlab lisoniy, keyinchalik yuqori sinflarda lingvistik kompetensiyani shakllantiradi. 2. Kommunikativ-nutqiy material pragmatik yondashuv asosida saralanishi va kommunikativ (pragmatik) kompetensiyani shakllantirish imkonini beruvchi leksik birliklar va matnlar tanlanishi lozim. Bunda yozma va og'zaki shaklda muloqot qilish, jonli muloqot va adabiy til normalarini egallanishi uchun mo'ljallangan matnlarning uslubiy xususiyatlarini hisobga olish zarur. 3. Lingvomamlakatshunoslik va mamlakatshunoslikka oid til materialini tanlashda lingvomamlakatshunoslik, mamlakatshunoslik, ijtimoiy-madaniy, va madaniyatlararo yondashuvlarga asoslanib tili o'rganilayotgan mamlakatning tarixiy-madaniy urf-odatlarini, ananalari, bayramlarini aks ettiruvchi o'quvchilarning Lingvomamlakatshunoslik, mamlakatshunoslik, ijtimoiy-madaniy, va madaniyatlararo til materialining metodik asoslanganligi o'quvchilarning sotsiolingvistik va

madaniyatlararo kompetensiyasini rivojlantirishga xizmat qiladi. 4. Sotsiolingvistik materialni tanlashda o'quvchilarning psixolingvistik xususiyatlari, rivojlanish qonunyalari, ehtiyojlari, imkoniyatlari va qiziqishlarini inobatga olib yo'naltiriladigan tizimli yondashuvini qo'llash lozim. Ma'lum yoshdagi o'quvchilarning qiziqish doiralarga taalluqli so'zlar, matnlar, voqealar va vaziyatlarni aks ettiruvchi til materiali o'quvchilar uchun alohida ahamiyat kasb etadi va ularning chin ma'nodagi qiziqishlari yanada ortirib jonli muloqot qilishga ichki turtkisini oshiradi. Natijada til metirali o'quvchilarning bilish faolligini oshirish manbayiga aylanadi. Dastur materialini tanlash yondashuvlarini bilish o'qituvchiga asosiy darslikda to'liq aks etmagan materialni savodli tanlashga yordam beradi. Masalan, bugungi kundagi aksariyat darsliklar xorij tajribasidan kelib chiqib yaratilmoqda va o'quvchilarning kommunikativ kompetensiyasini rivojlantirish maqsadiga xizmat qiluvchi situativ nutq mashqlarga ustivor ahamiyat qaratilmoqda. Natijada o'quvchilarning leksika va grammatikaga oid ko'nikma va malakalarini rivojlantiruvchi til mashqlarga e'tiborni susaytirilganligini kuzatish mumkin. Bunday darsliklar nutqiy (pragmatik) kompetensiyani rivojlantirishga mo'ljallangan bo'lib o'quvchilarning til kompetensiyalarni rivojlantiruvchi zaruriy miqdordagi materialga ega emas. Shunday darsliklar ham bo'ladiki, o'quvchilarning til kompetensiyalarini rivojlantirishga mo'ljallangan materialga ustivor ahamiyat qaratilib, nutqiy va

pragmatik kompetensiyani rivojlantirish uchun zarur bo'ladigan muloqot vaziyatlari va mavzulariga oid material taqdim etilmaydi.

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THE INNOVATIVE METHODS OF LANGUAGE AND SPEECH IN INTERNAL AND EXTERNAL LINGUISTICS.

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ANNOTATION

In this article includes of the formation of communicative competencies, as well as the development of learners of the traits of a secondary linguistic personality becomes possible only subject to the development of students' linguistic competence, which, being the basis for the development of all components of the communicative competencies, reflects the socio-cultural conditions for the use of the language and

has a great influence on the effectiveness of intercultural communication. The formation of linguistic competence is often accompanied by certain difficulties, which, in turn, leads to the fact that students in schools with in-depth study of a foreign language do not have an established system of knowledge about the grammatical, lexical and phonological structure of the language being studied, spelling and semantic rules for the design of written and oral speech.

Key words: components, communicative, linguistic competence, communication,

ANNOTATSIYA

Ushbu maqola kommunikativ kompetentsiyalarni shakllantirish, shuningdek, o'quvchilarning ikkinchi darajali lingvistik shaxs xususiyatlarini rivojlantirish faqat talabalarning lingvistik kompetentsiyasini rivojlantirish sharti bilan mumkin bo'ladi.

Kommunikativ kompetensiyalarning barcha tarkibiy qismlarini rivojlantirish uchun asos bo'lib, tildan foydalanishning ijtimoiy-madaniy sharoitlarini aks ettiradi va

madaniyatlararo muloqot samaradorligiga katta ta'sir ko'rsatadi. Lingvistik kompetentsiyani shakllantirish ko'pincha ma'lum qiyinchiliklar bilan birga keladi, bu esa, o'z navbatida, chet tilini chuqur o'rganadigan maktablarda o'quvchilarning grammatik, leksik va fonologik tuzilishi bo'yicha o'rnatilgan bilim tizimiga ega emasligiga olib keladi.

Kalit soʻzlar : kompetentsiya, kommunikativ, til kompetentsiyalari, muloqot, kognitiv tilshunoslik,

АННОТАЦИЯ

Эта статья формируется на основе коммуникативных компетенций, а также развитие у учащихся черт вторичной языковой личности становится возможным только при условии развития у учащихся языковой компетенции, которая, являясь основой развития всех компонентов коммуникативных компетенций, отражает социокультурные условия использования языка и оказывает большое влияние на эффективность межкультурной коммуникации. Формирование языковой компетенции часто сопровождается определенными трудностями, что, в свою очередь, приводит к тому, что у учащихся школ с углубленным изучением иностранного языка отсутствует устоявшаяся система знаний о грамматическом, лексическом и фонологическом строении изучаемого языка, орфографические и семантические правила оформления письменной и устной речи.

Ключевые слова: коммуникативных компетенций, коммуникации,

Reasons for the formation of linguistic structuralism. The system of phenomenological philosophy of the school of positivism. Copenhagen School of Linguistics. Danish Structuralism L. Hjelmslev, W. Brøndal and H. Uldall. A. pp.521-534 Glossematics. L. Elmslev. Prague Linguistic School. Mothesius, Trnka, Trubetskoy, Jakobson. Prague Linguistic Circle. Concepts. Functions. Prague Linguistic School. Problems of phonology. Prague Linguistic School. Grammar problems. Prague Linguistic School. Typological study of languages and language unions. London School of Structuralism (School of Conceptualism). American structuralism. The Birth of American Structuralism Boas, Sapir, Bloomfield. Descriptive linguistics. Syntactic analysis. Transformational Method (American School). Generative Linguistics (American School) Sociolinguistics. Ethnolinguistics. Cognitive linguistics. General tasks of cognitive linguistics. Topics and direction of cognitive linguistics. Synchronic and diachronic linguistics. F. de Saussure and his place in linguistics in the 20th century The concept of language and speech (Saussure). Internal and external linguistics. Theory of prototypes.

The emergence of structuralism as a leading trend in the first half of the 20th century. associated with the widespread use of the concept of structure in science. The concept of structure becomes in the 20th century. one of the most commonly used terms. This is due to a deeper disclosure of the physiological mechanism of nervous activity with the use of cybernetic principles in various areas of human activity. The provisions of structural psychology have been widely developed. An important role in the development of the philosophy of linguistic structuralism was played by the system of phenomenological philosophy and the school of neopositivist. A significant place in the initial general theoretical foundations of descriptive linguistics, one of the branches of linguistic structuralism, was assigned to behaviorism.

The beginning of the doctrine, called phenomenology, was laid by Husserl. The essence of the teaching is as follows:

1. The subject of philosophy is a phenomenon (phenomenon) and consciousness, regarded as the only directly given phenomena.

2. these phenomena are some absolute entities that have universal significance. The task of philosophy in order to reveal the univ-ing essence behind the world of incoming phenomena Husserl put forward the demand to make philosophy a rigorous science, the provisions of which would be close to the laws of logic and mathematics. Representatives of the school of phenomenological philology had a meaning. influence on the forms of structural linguistics, influenced both the representatives of the Prague school and the representatives of the Copenhagen school. The works of the Copenhagen School were based on Husserl's philosophical views. from the very beginning it developed as an international philosophical trend. Under the general name of structuralism, it is customary to combine the trace. schools: Prague; Copenhagen; London; American structuralism (cat. is a very diverse phenomenon and therefore the term "school" is less convenient to apply to it).The ideas of F. de Saussure played a huge role in the formation of all areas of structuralism.

This direction arose in 1931 as a result of the unification of Danish linguists (mainly the University of Copenhagen into the Copenhagen Linguistic Society, or the Copenhagen Circle). The founder of the society is Professor Louis Hjelmslev (1899-1965) (Director of the Institute of Linguistics and Phonetics at the Faculty of Philosophy of the

University of Copenhagen), and the main representatives were W. Bröndal (1887-1942), H. Uldall (1907-1957) ... Representatives of Kopen-koischk. well aware of their connection with the previous modern. directions in lingu-ke.Osn. theories of sources of the mine direction are:

1. the teachings of F. de Saussure on language;
2. the logical theory of language developed by Whitehead and Russell, as well as by the Vienna School of Logistics and especially by Carnap in his work on syntax and semantics.

Professor Carnap's logistic theory of language determined Hjelmslev's understanding of structure as a phenomenon of pure form and pure relations, i.e. every scientific statement must be a relational statement that does not involve a description of the very elements involved in the relationship. According to the logistic theory of language, theoretical thought should be reduced to an ideal language in which each character would be unambiguous. Very important prerequisites for attempts to create a general theory of language as a system of calculus was the fact that as a result of the development of the theory of mathematics, the concept of mathematics as a system of signs arose, which is constructed in acc. with certain formal rules.

The philosophical basis of the glossematics theory is positivism, which consistently denies the real existence of objects of material reality, declaring these objects to be bundles of intersection of their mutual dependencies - functions. Glossematics do not take into account the practice in which the unity of material existence and consciousness is realized. The widespread borrowing of the concepts of mathematical logic has led to the fact that glossematicians sometimes call their theory an immanent (intrinsic, inherent) algebra of a language that operates with nameless entities, i.e. arbitrarily named entities of unnatural designation.

The Prague School is one of the main directions of structuralism, and it was in Prague that the latter first took shape as an integral trend in modern linguistic science. The philosophical basis of the Prague School is the theory of knowledge of neopositivism and the phenomenology of E. Husserl. The emergence of the Prague School was due not only to the natural trends in the development of world science in general, but also, in particular, to some features of the development of the science of language in Czechoslovakia. On the one hand, there was a predominance of neogrammatism, and on the other hand, already at the end of the 19th -

beginning. 20th century in the works of a number of linguists, provisions appeared that were consonant with the ideas of Saussure.

From the very beginning, the Prague school opposed its linguistic concept to the provisions of the young-gram direction, its historicism and atomism. According to Trnka, one can speak of the Prague School as a school of functional linguistics. Because the concept of function pervades all fields of study of the Praguers. They understand language as a functional system, i.e. "a system of means of expression serving a definition. goals". The Praguers, in contrast to F. de Saussure, are striving for the convergence of synchronic and diachronic analysis. Language is a system that is in a certain movement in time. Therefore, they believe that when studying the development of individual phenomena, one must keep in mind the entire system, because only then can one arrive at satisfactory results

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THE MAIN COMPONENTS OF THE METHODOLOGICAL SYSTEM IN TEACHING ENGLISH

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Annotation:

In the project work, the actual problem of the methods of teaching English as a foreign language for students of non-philological universities is considered. A system of teaching the category of the tenses of the English language by comparing them with the tenses of the Uzbek language is proposed. A variant of the practical implementation of the main components of the methodological system in the educational complex of exercises and tasks is presented, which allows to outline new and effective methods in teaching foreign languages. This work will be interesting and useful to teachers of foreign languages and other categories of specialists professionally engaged in the research and application of new methods in

Key words: young audiences, methods, outlining, practical implementation, oral communication, non-language universities, technologies.

Аннотация

В проектной работе рассматривается актуальная проблема методики преподавания английского языка как иностранного для студентов нефилологических ВУЗов. Предложена система

преподавания категории времен английского языка путем сопоставления их с временами узбекского языка. Представлен вариант практического воплощения основных компонентов методической системы в учебном комплексе упражнений и заданий, позволяющие наметить новые и эффективные методы в обучении иностранным языкам. Данная работа будет интересна и полезна преподавателям иностранных языков и другим категориям специалистов, профессионально занимающимся исследованием и применением новых методов в преподавании языков.

Ключевые слова: молодежная аудитория, методы, изложение, практическая реализация, устное общение, неязыковые университеты технологии.

Annotatsiya:

Ushbu maqola nofilologik universitetlar talabalari uchun ingliz tilini chet tili sifatida o'qitishning dolzarb muammosiga bag'ishlangan. Ingliz tilining zamon kategoriyasini o'zbek tili zamonlari bilan qiyoslash orqali o'rgatish tizimi taklif etiladi. Chet tillarini o'qitishda yangi va samarali usullarni belgilash imkonini beruvchi mashg'ulotlar va topshiriqlar majmuasida uslubiy tizimning asosiy tarkibiy qismlarini amaliy tadbiq qilish varianti keltirilgan. Ushbu ish chet tili o'qituvchilari va boshqa toifadagi mutaxassislar uchun tadqiqot va tillarni o'qitishda yangi usullarni qo'llash bilan shug'ullanadigan mutaxassislar uchun qiziqarli va foydali bo'ladi.

Kalit so'zlar: yosh auditoriya, usullar, bayon qilish, amaliy amalga oshirish, og'zaki muloqot, tilsiz universitetlar, texnologiyalar.

The teaching of grammar has always stirred controversy among researchers. Historically, the question of whether grammar should be taught explicitly or implicitly has always been hotly debated; while the deductive method is traditionally associated with the dreaded grammar-based approaches, the inductive method is closely linked to the communication-based approaches which have won momentum, nowadays. However, recent studies in the field of second language acquisition have revealed that, just like the grammar-based approaches were inadequate due to their sole focus on form, the communicative-based approaches, too, have many inadequacies, crucial of which is their mere focus on meaning-based instruction. Therefore, these negative reactions have resulted in the development of a new grammar teaching

approach that combines both perspectives, namely focus-on-form instruction to cater for the weaknesses of each approach. This article seeks to discuss the issue of focus-on-form instruction in communicative language teaching. First, it aims at establishing a background to the issue. Second, it attempts to provide a definition of focus-on-form instruction and its main principles. Third, it gives some benefits of the focus-on-form instruction. Last, it presents some practical activities for implementing it.

Approaches to grammar teaching have undergone many changes and fluctuations. These changes that have characterized the teaching of grammar are ascribed not only to the changes in the research findings conducted on this issue, but also due to the movement from grammar-based approaches to communicative approaches. The latter put its primary focus on meaning and the implicit teaching of grammatical rules. As far as the grammar-based approaches, they are built on the assumption that through teaching grammar exclusively, the learners will be able to fully master the target language. Put differently, if the learner is exposed to the grammatical forms of a language in a sequential manner, he or she will end up acquiring the language. The most renowned grammar-based approaches are traditional translation and audio-lingual methods. Though they differ in many respects, these methods share the assumption that language is best learned through the explicit grammar instruction. These approaches have been put into question with the advent of the communicative movement. Unlike the grammar-based approaches, the communicative approaches are based on the idea that language is best learned through communication, not via the mechanical presentation of grammatical forms. The communicative approaches have disregarded the explicit use of grammar rules in teaching grammar. This has led to a shift from form-focused instruction to meaning-focused instruction (Nassaji & Fotos, 2011). The exclusive focus on grammar instruction has been found to be inadequate to develop learners' ability to perform in oral communication. Furthermore, many researchers have attested to the fact that language teaching cannot be limited solely to grammar teaching. This is so because the explicit teaching of grammar does not result in fluency. In the same vein, Hymes' theory of communicative competence (1972) has been very influential in the development of communicative language teaching, which puts the development of students' communicative competence as its primary goal. The communicative competence asserts

that knowledge of a language not only lies in knowing the grammatical forms of that language, but also of knowing how to use them appropriately in different communication contexts.

Conclusion

Nowadays teaching grammar rules has become traditional approach for teachers as they had been doing it for a long period of time but now everything is changed and teaching English as well. First of all we should change our methodology in teaching grammar rules especially tenses. Students of higher education institutes study tenses when they come to institutes but still they cannot identify differences between tenses. That's why it will be very essential if we compare tenses between English and Uzbek language. Some students had difficulties to identify tense and they were a little bit confused when they were doing exercises or practicing it on their own. That's why I used T-chart and Ven diagram to explain the topic. I also put my student in the center when I explained the grammar rules as it is called student-centered approach. In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

While writing my graduation paper and implementing my experiences in the class I have found it easy to teach it with materials, hand-outs, visual-aids and teaching styles; different diagrams before explaining rules I started giving materials first as students have some pictures or ideas on their mind what we are going to do today. They started to guess and tried to think about the new topic. I have found enormously useful professional baggage for myself while performing the tasks and researching several books, and at the same time I realized that my difficulty is linked to the notion of evaluation and inputting sociolinguistic aim into my teaching process. In order to meet its goal, each lesson should cover these four communicative competencies.

As far as I know students understand the theme when they know it in their mother language first. By this way it will be very easy to compare new theme linked to their mother language. In addition, I have discovered for myself numerous ways of evaluation to check the awareness of students. This professional approach in teaching tenses and comparing them is really important as it is designed after a long study focused on the competences of language teaching in Uzbekistan. I was not aware of

pragmatic competence, sociolinguistic competence and linguistic competence until I studied in-service teacher education. I could not reflect on these competencies when I was conducting classes. Not only do these competencies have a positive effect on awareness of jokes, greetings, storytelling, beliefs, and philosophies in the target language, but they also create a real English environment and inspire students to work together and engage them.

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**GROUP DISCUSSION IS ONE OF THE MOST
BENEFICIAL INTERACTIVE METHODS IN
TEACHING PROCESS**

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Annotasiya: Maqolada ta'lim jarayoniga interfaol o'qitish usullarini joriy etishning ahamiyati haqida so'z boradi. Bugungi kunda o'qitishning interfaol usullarini qo'llash bilan bog'liq bo'lgan metodik yangiliklardan o'quv jarayonida foydalanish zarurligi tahlil qilindi. Darsning asosiy maqsadi hisoblangan o'quv jarayoni samaradorligini oshirish, barcha o'quvchilarning yuqori natijalarga erishish kabilarga sabab bo'ladigan interfaol usullardan biri ko'rsatilgan.

Kalit so'zlar: interfaol usul, munozara, guruh ishi, milliy qadriyat va madaniyat, o'quv jarayoni, hamkorlik faoliyati, bahslashmoq, o'z fikrini asoslash.

Аннотация: В статье рассматривается важность внедрения интерактивных методов обучения в образовательный процесс. Произведен анализ необходимости в образовательном процессе использовать методические инновации, которые на сегодняшний день связаны с применением интерактивных методов обучения. Приведен один из интерактивных методов, внедрение которого будет способствовать повышению эффективности образовательного процесса, достижению всеми обучающимися высокой результативности, которые являются основной целью урока.

Ключевые слова: интерактивный метод, дискуссия, групповая работа, национальная ценность и культура, образовательный процесс, совместная деятельность, аргументация, обоснование своего мнения.

Annotation: The article discusses the importance of introducing interactive teaching methods into the educational process. An analysis of the need in the educational process to use methodological innovations,

which today are associated with the use of interactive teaching methods, was made. One of the interactive methods is given, the introduction of which will help increase the efficiency of the educational process, the achievement of high performance by all students, which is the main goal of the lesson.

Key words: interactive method, discussion, group work, national value and culture, educational process, joint activity, argumentation, substantiation of one's opinion.

Knowledge of the English language is crucial in the current stage of social development. There is no need to pressure anyone to learn a foreign language because life itself necessitates it; the majority of significant radio and television programs are conducted in English, scientific literature and fiction are published in this language, and even instructions for using various household appliances and medications are written in English. Due to this, learning English is one of the most pressing issues we face today. Because people may come across this language at any time during their lives.

Today's challenge in teaching English is to achieve maximum success in language acquisition. However, the use of interactive teaching techniques is required to increase the effectiveness of language learning. One of the key areas for enhancing student preparation in modern colleges and universities is the implementation of interactive educational methods. Nowadays it isn't enough for a teacher of a foreign language to be skillful and well-educated. In addition to the mentioned above features the modern teacher must be creative, innovative and inquisitive person. A foreign language teacher needs to use methodological innovations in the educational process, which are now closely related to the use of interactive teaching methods. It's necessary to note that one of the important points in teaching a foreign language is the integration of national values and culture, which leads to accelerated and effective learning of a foreign language.

The purpose of interactive learning is to increase the effectiveness of the educational process, in which all students achieve high learning outcomes. Let's consider this problem on the example of teaching English to students, by using fragments related to national culture and values. This process forces the students to feel in a real environment which makes them actively talk to each other. All participants in the current

process interact with each other, exchange information, solve problems together and model the situation because of the familiar material related to the culture, art, music, traditions and customs of the nation given by the teacher. It is essential to underline the role of the teacher in the implementation of this process: the materials chosen by the teacher should correspond to the age, interests, degree of language proficiency of the student. This stage has the following advantage - the more skillfully and competently the material of the lesson was selected, the more effectively and quickly the lesson will be learned.

It should be emphasized that such an educational process including students, based on the use of interactive technology, attempts to include all students in the educational process. Collaborative activity means that all participants exchange information and ideas related to the material provided by the teacher. At such a lesson, an environment of open communication is established, which is characterized by broad cooperation between the educational process's participants, the exchange of knowledge and ideas, the accumulation of common viewpoints, mutual understanding, and mutual control.

It is possible to enhance the effectiveness of the educational process and produce outcomes for all students by implementing a variety of interactive teaching approaches. The most commonly used method is **group work**. The most beneficial and easily accessible way in group work is discussion. The discussion is usually carried out on a specific topic and the task of the students participating in it is to find the right solution and achieve a better understanding while working in groups. Group work in a foreign language lesson is a form of organizing educational and cognitive activities that involves the temporary involvement of 2 or more students to complete a learning task based on the principles of cooperation and stimulating the use of a foreign language on their own initiative. The main purpose of group discussion is to develop the ability to follow the principles of communication and cooperation. In order for the discussion to turn out to be successful, it is necessary to select the appropriate composition of the groups, which can be completed according to various criteria. Let's look at this on the example of one activity of an English lesson. To carry out this activity in the lesson, the teacher must first show the students a short video describing the customs and traditions of the peoples of England, for

example, at Christmas. The task of the students during the discussion is to find common and different sides in the traditions of the two peoples - the British and the native people.

Showing a video film is very appropriate here, because when watching the film, the student gets a visual perception of the shown material and forms a broader impression of what he or she saw, which gives the student the opportunity to compare the described traditions and customs of a foreign-speaking people with the traditions and customs of their native ones.

Let us consider a number of criteria for selecting the composition of the group in the lesson, the purpose of which was to make students understand the common and distinctive aspects in the traditions of English-speaking countries and the students' homeland. The division into groups can be carried out according to the following criteria:

according to the learners' requests (this assignment will be more engaging and effective if the students work with those they desire, but in the process, introverted students may be left without the attention of others and it will be challenging for them to partake in a joint conversation);

students are divided into groups at random (students sitting side by side are grouped; if the teacher wants to divide the class into 4 groups, he asks the students to name numbers from 1 to 4); or groups are formed based on characteristics like sex, dress color, season of birth, etc.

according to the content of the task (students are divided into groups according to the task: for example, the first group is looking for similarities, the second group analyzes differences, etc.)

group of mixed abilities (forming groups of students with varying levels of aptitude is the most effective learning strategy because strong students can assist the weak in mastering a foreign language, thereby strong students themselves begin to understand a foreign language better - so, all students benefit from cooperation);

Summarizing the aforementioned, we may draw the conclusion that the teacher has many options for changing the makeup of groups based on the students' level of preparation, the objectives of the learning activity, their emotional states, and the degree of development of communicative activities. The teacher can get good results in the students' assimilation of this video material by using group discussion as

a teaching strategy. Because each student, while watching the movie, acquires visual and clear evidence from the life of a particular nation after which the student has his or her own version, point of view, and opinion regarding this project, each student tries to support their point of view and works to contribute to getting the greatest outcome possible for their group.

Participants should openly discuss the material supplied or freely share their knowledge, opinions, and ideas on controversial issues during the discussion. Student-centered learning includes discussion. It is distinguished by the teacher's intensive, personality-focused teaching methods and the active interaction of the pupils with one another. The benefit of a discussion is that it demonstrates how well the group comprehends a certain issue. Typically, a discussion goes through three stages: The participants' first adaptation to one another is the first step, which allows for the formulation of the assignment, the meeting's objectives, and the debate's ground rules. The performance of the participants, their responses to questions, gathering as many thoughts and proposals as possible are all part of the second stage. The third step contains an evaluation of the discussion's outcomes, the coordination of viewpoints, the formulation of decisions collectively, and the adoption of those decisions. Students can either support or disagree with one another during the discussion.

The benefit of the discussion is that it allows the teacher to promote in the students the ability to listen, interact, and share their thoughts with other participants, analyze the real-world situation, and distinguish between what is important and what is not. Thus, the debate offers a chance to comprehend and assess the variety of existing viewpoints on any subject, to perform a thorough study of each one, and to pay attention to the unique viewpoints of each participant in the discussion on this subject. This type of work with students is very significant and fruitful since they learn the communication skills they require for their further professional development during the debate.

Thus, the considered method is aimed at increasing the efficiency of mastering the material studied by students and encouraging them to study and master new knowledge. This method can be used with students not only in foreign language classes, but also for studying other subjects in any educational institution with different levels of education.

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INNOVATIVE TECHNOLOGIES FOR LEARNING FOREIGN LANGUAGES IN PRIMARY SCHOOLS

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Anotatsiya: So'nggi bir necha o'n yilliklarda biz hayotimizni texnologiyalar va internetsiz tasavvur qila olmaymiz. Nafaqat ijtimoiy hayotimiz, balki ta'lim sohasida ham zamonaviy gadjetlar zarur. Ushbu maqolaning maqsadi boshlang'ich ta'limda texnologiyalarning rolini va ayniqsa boshlang'ich maktablarda chet tillarini o'rganishda zamonaviy texnologiyalardan foydalanishni tavsiflashdan iborat.

Tayanch so'zlar: Ta'lim jarayoni, innovatsion texnologiyalar, pedagogik mahorat, boshlang'ich ta'lim, bilim va ko'nikmalar, islohotlar

Abstract: Over the last few decades we cannot imagine our life without technologies and internet. Not only our social life but also in education we need modern gadgets. The aim of this article is to describe the roles of technologies in primary education and use of modern technologies in learning foreign languages especially in primary schools.

Key words: Educational process, innovative technologies, pedagogical skills, primary education, knowledge and skills, reforms

Аннотация: Последние несколько десятилетий мы не можем представить свою жизнь без технологий и интернета. Не только в социальной жизни, но и в образовании нужны современные гаджеты. Цель этой статьи - описать роль технологий в начальном образовании и использование современных технологий в изучении иностранных языков, особенно в начальной школе.

Ключевые слова: Образовательный процесс, инновационные

технологии, педагогическое мастерство, начальное образование, знания и навыки, реформы.

The reforms being carried out in all spheres in our country will have a direct and indirect impact on the training, retraining and improvement of their pedagogical professional skills in the system of primary education. Because the changes in the socio-economic life, the education system have an impact on the goals and objectives, content, structure of the professional pedagogical activity of teachers working in all sectors of the primary education. Therefore, teachers working in primary schools will need to improve their knowledge, skills and abilities in line with modern changes.

At the current stage of educational reform, major changes are associated with the introduction of information and communication technologies in the educational process, and the implementation of reforms is carried out through the solution of tactical, methodological and organizational tasks. It is the use of information and communication technologies that allows the modern education system to resolve the conflict between the rapid pace of knowledge in the world and the limited opportunities for their assimilation by the individual.

The interactive learning process between teachers and children is computer assisted, often against the passive acquisition of knowledge when the acquired knowledge is of the most active nature. However, an interactive learning environment, the basis of which is computer-based communication, changes not only the communication structure but also the traditional communication features. As for the capabilities of information communication technology tools in terms of the means of defining the linguistic and professional tasks of a linguist, researchers have not yet made a clear assessment of the capabilities of a computer working as a teacher in a foreign language teaching process. Some argue that the computer can perform all the basic and auxiliary functions of the reader, while others reject this view. Most experts in computer linguistics say that a computer that performs a number of learning functions cannot completely replace a foreign language teacher. In most cases, we can use any kind of technologies, especially in primary education, in order to enhance children's interests to foreign language. Apart from this, It helps to children who are good at learning something by their eyes or ears to

understand themes easily. So aspects related to the teacher's work cannot be fully imitated on a computer.

Language is one of the important elements influencing international communication activities. Students use different parts of their English language skills, such as listening, speaking, reading and writing skills. One of the important elements for language learning is the method that teachers use to facilitate the language learning process in their lessons. Computers are seen as an important learning tool in language lessons that teachers have easy access to, are adequately trained, and have some freedom in the curriculum. Computer technology is an important part of high quality education by many teachers. Researchers have noted that the use of appropriate technologies can be beneficial for primary school learners. Computer-based learning improves cooperative learning in children. They continue to encourage children to learn more about Internet materials. With the help of technology, young learners can be provided with a lot of original materials and they will be the basis for learning the language. Technology has always been an important part of the teaching and learning environment. It is an integral part of the teaching profession and can be used to make it easier for primary school learners to read through them. When it comes to teaching and learning technologies, the word "integration" is used. That is, technology becomes an integral part of the learning experience and an important issue for teachers from the beginning of the preparation of the learning experience to the teaching and learning process. The use of technology helps young learners acquire knowledge based on their interests, and this also increases their ability to see and hear. **Conclusion.** In general, it should be noted that the theoretical issues of the introduction of computers in foreign languages in the educational process is a new field of science, which is considered as an independent branch of didactics and methods of language teaching - computer linguistics. The use of multimedia and hypermedia features of infocommunication technologies plays an important role in modern methods of teaching foreign languages. The diversity of current methods of teaching a foreign language in primary schools allows the use of all types of textbooks, including computer-based videos, pictures and specialized e-courses. It can be said that at present there are different options for the use of infocommunication technologies in both foreign language classes and whole courses.

Some important issues related to the use of technology in language learning were discussed. Technology resources cannot guarantee teacher learning and student learning. Teachers need to be convinced of the benefits and advantages of technology in improving students' knowledge. When technology is used properly, it can bring a lot of benefits to teachers and students. It is a resource that can be used by students as it helps them solve learning problems and find ways to apply what they have learned in an effective and meaningful way. In addition, the use of technology plays an important role in language learning based on their speed, promotes self-awareness, does not interrupt interaction with the teacher, and is effective in learners. creates a high level of opportunity for learning. Technology provides interaction between teachers and students, helps students develop thinking skills, makes reading and learning the focus of students, ensures student autonomy, and helps them, increases students' interest in learning a foreign language effectively

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**XORIJIY TILLARNI O'QITISHDA ZAMONAVIY
INNAVATSION USULLAR VA AXBOROT
TEKNOLOGIYALARIDAN FOYDALANISH SAMARADORLIGI**

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Annotatsiya: Bugungi kunda innovatsion pedagogik texnologiyalarini ta'lim jarayonidagi eng samarali vositalar sifatida qaralmoqda. Ulardan jahon chet tili o'qitish amaliyotida keng foydalanilmoqda. Faol o'qitish usullarining hammasi xam interaktiv usullariga kirmaydi. Interaktiv o'qitish usullari deganimizda, avvalo, o'quvchilar orasida mavzuni o'rganish va o'zlashtirish usuli o'zaro muloqotga asoslanadi. Mazkur maqolada ingliz tili darslarida interfaol metodlardan foydalanish

haqida fikr yuritiladi.

Kalit so'zlar: ingliz tili o'qitish, interaktiv o'qitish, interfaol metodlar

Аннотация: На сегодняшний день инновационные педагогические технологии рассматриваются как наиболее эффективные инструменты в образовательном процессе. Они широко используются в мировой практике преподавания иностранных языков. Не все активные методы обучения являются

интерактивными. Когда мы говорим об интерактивных методах обучения, прежде всего, метод изучения и усвоения предмета среди студентов основан на взаимном общении. В данной статье рассматривается использование интерактивных методов на уроках английского языка.

Ключевые слова: обучение английскому языку, интерактивное обучение, интерактивные методы.

Abstract: Today, innovative pedagogical technologies are considered as the most effective tools in the educational process. They are widely used in world foreign language teaching practice. Not all active learning methods are interactive. When we say interactive teaching methods, firstly, the method of learning and mastering the subject among students is based on interaction. This article discusses the use of interactive methods in English language classes.

Keywords: English language teaching, interactive teaching, interactive methods

KIRISH

Ma'lumki, chet tilini o'qitish metodikasida olib borilgan tadqiqotlarda interfaol metodlar an'anaviy metodlarga nisbatan samaradorlik darajasi ko'proq ekanligi isbotlangan. Ingliz tili darslarini interfaol metodlar asosida tashkil etilganda o'quvchilar mustaqil holda erkin fikr yuritadi, ta'lim o'quvchi-o'qituvchi, va o'quvchi-o'quvchi hamkorligida olib boriladi. Interfaol eng faol ta'lim usuli bo'lib, o'quvchilarga tez muddatda samarali ta'sir etish, mustaqil fikr yuritish, o'z ustida ishlash, tanqidiy fikrlash, ijodkorlik kabi bilim, ko'nikma va malakalarni shakllantirishni ta'minlaydi. Interfaol dars o'quvchilarning o'zaro muloqotlari asosida amalga oshiriladi.

MUHOKAMA

Interfaol atamasi ingliz tilidagi "interactive", "interact", ya'ni, inter - bu "o'zaro", "akt" - harakat, ta'sir, faollik ma'nolarini bildiradi. Interfaollik, bu - o'zaro ikki kishining faolligi, ya'ni, o'quv-biluv jarayoni o'zaro suhbat tariqasida, dialog shaklda yoki o'qituvchi-o'quvchilarning o'zaro muloqotlari asosida kechadi. Interfaollik - o'zaro faollik, harakat, ta'sirchanlik, o'quvchi-o'qituvchi, o'quvchi-o'quvchi (sub'yekt-sub'yekt) suhbatlarida sodir bo'ladi. Interfaol metodlarning bosh maqsadi - ta'lim

jarayoni uchun eng qulay muhit vaziyat yaratish orqali o'quvchining faol, erkin, ijodiy fikr yuritish, uni ehtiyoj, qiziqishlari, ichki imkoniyatlarini ishga solishga muhit yaratadi. Bu jarayonda bironta ham o'quvchi chetda qolmay, eshitgan, o'qigan, ko'rgan bilgan fikr- mulohazalarini ochiq-oydin bildirish imkoniyatiga ega bo'ladilar. O'zaro fikr almashish jarayoni sodir bo'ladi. O'quvchilarda bilim olishga havas, qiziqish ortadi va o'zaro do'stona munosabatlar shakllanadi.

Interfaol metodlarni ingliz tili darslarini samaradorligini oshirishga yordam beradi. Interfaol ta'limning asosiy mezonlari: norasmiy baxs-munozaralar o'tkazish, o'quv materialini erkin bayon etish va ifodalash imkoniyati, ma'ruzalar soni kamligi, lekin seminarlar soni ko'pligi, o'quvchilar tashabbus ko'rsatishlariga imkoniyatlar yaratilishi, kichik guruh, katta guruh, sinf jamoasi bo'lib ishlash uchun topshiriqlar berish, yozma ishlar bajarish va boshqa metodlardan iborat bo'lib, ular ta'limtarbiyaviy ishlar samaradorligini oshirishda o'ziga xos ahamiyatga ega. Interaktiv metodlar:

ingliz tili fanini o'zlashtirish jarayonida o'quvchilarning qiziqishini ko'tarish;

ingliz tilida o'qituvchi faoliyatini hayot real sharoitlariga yaqinlashtirish;

samarali kommunikatsiya usullari, ya'ni o'qituvchi-o'quvchi va o'zaro, muloqot ko'nikmalarini to'g'ri shakllantirish;

yangi nazariy bilim va amaliy ko'nikmalarni o'zlashtirish jarayonini yangi darajaga ko'tarish;

ta'lim olish jarayoniga o'quvchilarning ma'suliyatini oshirish.

TAHLIL VA NATIJALAR

O'qitishning interfaol usullari, tushuntirish, ko'rsatmali va vositalardan foydalanish kabi an'anaviy usullardan uning samaradorligi yuqori bo'lib, u talabalarni shaxs sifatida shakllanishi, xususiy qobiliyatlarini oshirish, ijodiy mustaqilligini ta'minlashda muhim omil hisoblanadi. Interfaol ta'lim va an'anaviy ta'lim bir-biridan farq qiladi:

O'quv rejadagi mavzular bo'yicha interfaol darslar tashkil qilish maqsadga muvofiqligini hisobga olish zarur. Bunda har bir mavzu bo'yicha mashg'ulotning maqsadiga to'liq erishishni ta'minlaydigan interfaol yoki an'anaviy mashg'ulot turlaridan foydalanish ko'zda tutiladi.

Interfaol mashg'ulotning samarali bo'lishi uchun o'quvchilar yangi mashg'ulotdan oldin uning mavzusi bo'yicha asosiy tushunchalarni va dastlabki ma'lumotlarni bilishlarini ta'minlash zarur.

Interfaol mashg'ulotda o'quvchilarning mustaqil ishlashlari uchun an'anaviy mashg'ulotga nisbatan ko'p vaqt sarflanishini hisobga olish zarur.

O'quvchilarda tinglash, gapirish, yozish va o'qish kabi nutq ko'nikmalarini interfaol metodlar orqali shakllantirish muhim ahamiyatga ega bo'lib, harakatli kommunikativ muhitda dars jarayonida o'quvchilarni til o'rganishga jalb qilish, o'quvchilarni ingliz tilini maqsadli ishlatishga yo'naltirish va tabiiy nutqni rag'batlantirish muhim hisoblanadi. Quyida ingliz tili darslarida o'quvchilar o'rtasida interfaollikni ta'minlashga mo'njallangan ayrim metodlar haqida qisqa ma'lumotlar keltiramiz:

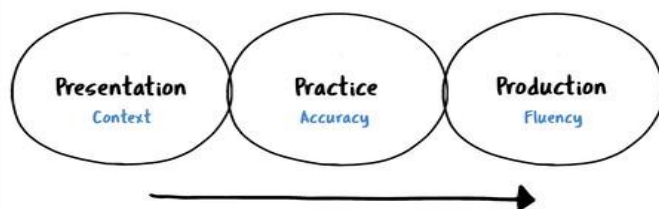
KWL - bilardim, bilishni hohlayman, bilaman.

What I knew	What I want to know	What I learned

Xorijiy tillarni o'qitishda mazkur grafik organizerdan keng qo'llaniladi. O'tilayotgan mavzu bo'yicha o'quvchilarning dars avvalidan nimani bilishlari va nimani bilishni hohlashlarini 1 va 2 ustunlarni to'ldirish orqali aniqlab olish maqsadida foydalanish mumkin. Dars so'ngida o'quvchilar tomonidan 3- ustun to'ldiriladi.

PPP - taqdimot, amaliyot va ishlab chiqarish

Presentation, Practice, Production (PPP)



Mazkur metod o'quvchilarga yangi mavzu bilan tanishishga imkon beradi. O'qituvchi tomonidan taqdim etilgan mavzuga oid topshiriqlarni

bajarib, keyingi bosqishda o'quvchilar o'zlari ssenariylar yaratish kabi ijodiy tarzda ingliz tilidan foydalanadilar.

ESA - Engage, Study and Activate (Mashg'ul qilish, o'rganish va faollashtirish) o'quvchilar juft bo'lib va guruhlarda ishlash orqali ingliz tilida og'zaki muloqot qilish ko'nikmalarini oshirishga qaratiladi. Misol uchun, o'quvchilarga juftlikda ishlash uchun tugallanmagan jumlani o'zaro kelishib kerakli so'zlar bilan davom ettirish taklif etiladi. Mazkur jarayonda ingliz tilida mustaqil fikr yuritish, o'ziga bo'lgan ishonch, muloqot ko'nikmalari rivojlanadi.

Case Study - taklif etilgan mavzu bo'yicha ma'lumot to'plashni o'z ichiga oladi. Har bir ishtirokchi savol-topshiriqlar ro'yxati bilan tanishadi. O'qituvchi savol va javoblarni shakllantirishga yordam beradi, o'zaro muloqot ingliz tilida olib borilishi ta'minlanadi.

Logical sequence method - mantiqiy ketma-ketlik metodiga ko'ra, o'quvchilar avval dialoglarni tinglashlari, keyin matnni o'qib, so'ngra ingliz tilidagi qisqa videoni tomosha qiladilar va amalda qo'llash kabi ko'nikmlarni rivojlantiradilar.

Role-play - rolli o'yin bir vaqtning o'zida nutq, o'yin va ta'lim faoliyatini amalga oshiradi. O'quvchilar turli xil rollarni ingliz tilida ijro etadilar. Rolli o'yinning maqsadi o'quvchilarning nutq ko'nikmalarini shakllantirish va rivojlantirishdir. Rolli o'yinlari shaxslararo munosabatlarga asoslanganligi sababli, u umumiy o'rta ta'limning milliy o'quv dasturi loyihasi muloqotga bo'lgan ehtiyojni keltirib chiqaradi, chet tilida ishtirok etishga qiziqish uyg'otadi. Motivatsion va rag'batlantiruvchi funktsiyani bajaradi va turli xil nutqiy vaziyatlarda o'quvchilarning muloqotini taqlid qilishga imkon beradi.

XULOSA

Xulosa qilib aytganda, dars samaradorlini ta'minlashni maqsad qilib olgan o'qituvchi interfaol dars usullaridan o'z o'rnida mohirona foydalansagina o'z maqsadiga erishadi.

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THE IMPORTANCE OF INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract: This article discusses several ways to learn foreign languages effectively and some of the modern learning technologies in language learning as well.

Keywords: Foreign language, independent language learning, educational technologies, project, interest, activity, interactive methods.

Аннотация: В этой статье обсуждаются несколько способов эффективного изучения иностранных языков, а также некоторые современные технологии обучения языку.

Ключевые слова: иностранный язык, самостоятельное изучение языка, образовательные технологии, проект, интерес, деятельность, интерактивные методы.

Annotatsiya: Ushbu maqolada xorijiy tillarni samarali o'rganishning bir qancha usullari, shuningdek, til o'rgatishning ba'zi zamonaviy texnologiyalari muhokama qilinadi.

Kalit so'zlar: chet tili, mustaqil til o'rganish, ta'lim texnologiyalari, loyiha, qiziqish, faoliyat, interfaol usullar.

INTRODUCTION

Today, the main focus is on the student, his personality and unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organization of educational activities students that optimally correspond to the set goal of personal development. In recent years, the issue of using new information technologies in schools has been raised more and more. It is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to practice a foreign language.

LITERATURE ANALYSIS AND METHODS

Teaching and learning English in the research process is popular methods, internet sources were used. During the writing of the article, the principles of theoretical deductive conclusion, analysis and synthesis, logicity were used.

DISCUSSION AND RESULTS

The task of the teacher is for the practical acquisition of the language for each student to create conditions for every student to demonstrate his activity and creativity is to choose such teaching methods that allow. The task of the teacher is different is to activate the student's cognitive activity in the process of teaching languages. In partnership learning, project methodology, use of new information technologies, modern pedagogical technologies such as Internet resources to the individual in the educational process helps to implement a focused approach, children abilities, of teaching taking into account their level of learning provides individualization and differentiation. Computer in foreign language classes forms of working with training programs include: learning vocabulary; practice pronunciation; teaching dialogic and monologic speech; to write to teach; development of grammatical events.

The possibilities of using Internet resources are huge. Global Internet necessary for students and teachers located anywhere in the world provides conditions for obtaining any information that is: regional

geographic materials, news in youth life, articles from newspapers and magazines and others.

Solving a number of didactic problems using the Internet in English in lessons

can do: reading skills using global network materials and formation of skills; improving the writing ability of schoolchildren; filling students' vocabulary; students' English language learning formation of motivation. In addition, this work is the horizon of schoolchildren expansion, with peers in English-speaking countries to establish and support business relations and contacts.

It is aimed at exploring the possibilities of Internet technologies. Students participate in online tests, quizzes, contests, Olympiads, correspondence with their peers in other countries, conversations, video conferences and can participate in etc.

Students can learn about the problem they are currently working on in a project.

The meaningful foundations of mass computerization modern computer mental labor conditions, in general, any of its manifestations due to the fact that it is an effective tool for optimization. The computer has a unique feature, it is used as a tool to teach others and knowledge defined in its use as an aid in acquisition, it is its inanimate. Car can have a "friendly" relationship with the user and sometimes "support" him, but he will never show signs of anger and will not let you feel bored. In this sense, computer sweat use is perhaps most useful in individualizing certain aspects of teaching. The main purpose of learning a foreign language at school is communicative is the formation of competence, all other goals (education, training, development) are implemented in the process of implementing this main goal.

Communicative approach includes teaching communication and building intercultural influence as the basis of Internet activity. Communication outside the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - in terms of the number and size of the participants in which this happens the biggest conversation. Attending a foreign language class for him, we create a real communication model.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence.

The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. contact.

Today, new methods using Internet resources are opposed to traditional foreign language teaching. In order to teach communication in a foreign language, you need to use real, authentic materials that stimulate the learning of the material and develop adequate behavior.

We need to create real-life situations (that is, the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to correct this error. Communicative approach is a strategy that simulates communication aimed at conscious understanding of the material and methods of working with it, creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet.

A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it.

The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. From the Internet in a communicative approach

use is highly encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." Internet speaking skills by teaching real language and helps to build skills, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar.

Interactivity not only creates real situations from life, but also forces students to give appropriate answers to them in a foreign language.

One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence.

The typology of projects is diverse. Projects can be divided into mono projects, collective, oral, concrete, written and Internet projects. In actual practice often research projects, creative, practice-oriented and informative you have to deal with mixed projects where characters are present. Project work is a multi-faceted approach to language learning that includes reading, listening, speaking and grammar covers. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and learning to cooperate fosters moral values such as mutual aid and empathy, builds creativity and activates students. In general

In general, in the project teaching process, teaching and education are inseparable. The project method improves students' communication skills, communication culture, the ability to form thoughts concisely and easily, tolerance to the opinions of communication partners develops the ability to receive information from various sources, processes it using modern computer technologies, a natural need arises creates a language environment that contributes to being. in foreign language communication.

The project form of the work gives students the accumulated knowledge on the subject is one of the most relevant technologies that allow to use. Students expand their horizons, the limits of language knowledge, more practical gather experience of using, listening and hearing speech in a foreign language learn, understand each other when protecting projects. Children reference books, dictionaries, work with a computer and thus a real language create an opportunity to directly communicate with, which is only a textbook in the classroom does not provide language learning.

The project method in the course of foreign languages is a program on almost any subject can be used within the materials. Working on projects involves imagination, fantasy, develops creative thinking,

independence and other personal qualities. Modern technologies cooperation technology is also applicable.

The main idea is for active joint activities of students in different educational settings is to create conditions. Children are united in groups of 3-4 people, they have one task are given, while the role of each is discussed. Not only every student responsible for the result of his work, but also for the result of the whole group.

Therefore, the weak students did not understand from the non-strong ones they try to figure things out and the stronger students give the assignment to the weaker ones strive for thorough understanding. And the whole class benefits from it, because spaces close together.

CONCLUSIONS AND SUGGESTIONS

The introduction of information technologies into education will greatly diversify the process of information perception and processing. Thanks to the computer, the Internet and multimedia, a unique opportunity was created for students to absorb a large amount of information with further analysis and sorting. Educational activities motivational bases are also expanding significantly. In the context of using multimedia, students get information from newspapers, television, conduct interviews and conduct teleconferences.

The main criteria for assessing the level of knowledge of a foreign language in language portfolio technology is the test. The priority of this technology is to direct the educational process from the teacher to the student. The reader, in turn, his is consciously responsible for the results of educational activities. The above technology leads to the step-by-step formation of students' skills of independent assimilation of information. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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THE IMPACT OF USING SOCIAL MEDIA ON WRITING SKILLS.

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ANNOTATION

Rapidly developing information and communication technology has an increasing effect on the field of English language teaching. In this context wikis and blogs offer teachers and learners various forms of collaboration and cooperation, which have long been recognized as the ingredients of effective pedagogy. The aim of the study was to write and speak both in the practice phase that listening during a conversation has the characteristics of speech proof, because it makes a real contribution to the study of a common language, as an author I can say that it can achieve its goal.

Key words: common language, writing skill, to improve, technological tools, effective pedagogy.

ANNOTATSIYA

Tez rivojlanayotgan axborot-kommunikatsiya texnologiyalari ingliz tilini o'qitish sohasiga ta'sirini kuchaytirmoqda. Shu nuqtai nazardan, wiki va bloglar o'qituvchilar va o'quvchilarga samarali pedagogikaning tarkibiy qismlari sifatida uzoq vaqtdan beri e'tirof etilgan hamkorlik va hamkorlikning turli shakllarini taklif qiladi. Ushbu maqolaning maqsadi o'quvchilarning chet tilini o'rganish uchun ushbu hamkorlik va hamkorlik vositalaridan foydalanish haqidagi tasavvurlarini o'rganishdir. Maqolaning maqsadi - yozish va tinglash amaliyot bosqichida, ham suhbat davomida tinglash nutqning o'ziga xos xususiyatlarga ega ekanligini isbotlash, chunki bu umumiy tilni o'rganishga real hissa qo'shadi.

Kalit so'zlar: odatiy til, yozma qobiliyat, rivojlantirmoq, texnologik usullar, педагогик самарадорлик.

АННОТАЦИЯ

Быстро развивающиеся информационные и коммуникационные технологии оказывают все большее влияние на преподавание

английского языка. В этом контексте вики и блоги предлагают учителям и учащимся различные формы сотрудничества и сотрудничества, которые уже давно признаны составляющими эффективной педагогики. Целью данного исследования является изучение восприятия учащимися использования этих совместных и совместных инструментов для изучения иностранного языка.

Ключевые слова : общий язык, навык письма, улучшить, технологические инструменты, эффективная педагогика.

Writing is a vital skill for academic improvement. This skill has been considered a tough task for students, especially for those who are ESL (English as a Second Language) or EFL (English as a Foreign Language) students. The English language is a language that is taught as a second or foreign language in many global countries. Thus, teachers, and learners use different technological tools to improve their writing skills. The findings of the articles reviewed in the current study indicate that using social media improves the writing skill of ESL/ESL learners. It was found by that using social media platforms helped students to have better performance in their writing skills, where teachers play an important role in facilitating these platforms. These points out the vital role of the teacher in these processes. In another study by on the use of WhatsApp messenger indicated that using this social media as a tool of learning, had helped learners to have more accessible and faster communications, showing the significant role of social media as a tool that boosts the learning process. Furthermore, it is indicated in these studies that using social media platforms in the process of teaching and learning produced many levels of enhanced learning in students. For example, improving cooperative learning skills and brainstorming are among the factors through which students can improve their writing skills and as well as working group skills and critical thinking skills. Generally, studies such as and indicated that using social media can positively affect and result in better performance in the learning process of students. The results also showed that using social media significantly affected the writing skills of learners in different contexts globally.

The class which I taught on the subject “*Integrated skills*”, the topic of which was “*Leisure and sports*”, was designed for the 1st year students of Foreign Philology groups. The goals and objectives of lesson focused on raising students’ knowledge on the topic leisure and sport activities

and improving students' language skills through pre-, while, post activities. Taking into account, these goals and objectives I organized a learner-centered, task-based class, where 4 language skills are integrated and different modes of interaction are implemented. Students are involved not only reading and listening tasks, but also video discussions and communicative, task-based activities. According to teaching principles – the following principles were taken into consideration: *meaningful learning, automaticity and strategic investment principles*, while doing pre-, while, post activities students not only understood the meaning of the texts and video, but also could analyze them, while participating in group work activities, as well as *communicative competence* principle was also noticed, as students participated in different communicative activities, such as “Information gap” activities, “Video discussions”, and so on.

I want to state that lesson included all features of CLT and not only teaching linguistic competence, but also socio-linguistic and pragmatic competences were taken into account with the help of designing different pre-, while, post activities.

Although wikis may cause discomfort among some students in that they might feel upset when their work is edited and/or deleted by others and/or when others contribute to the work more than they can. This annoyance can be reduced, if not overcome, by providing several different wiki activities where members of wiki groups are shuffled periodically. Besides, as Liao indicates, if carefully planned, such activities that involve cooperative learning enable students to reflect on and evaluate their work in the group and provide suggestions for improvement.

Both text and audio blogs can be used in online courses. The postings can either be visible to the rest of the class or invisible, and either way has its own advantages. In order for better knowers to help others, peer comments and assessment can be utilized more frequently in blogs.

In the light of these findings, it may not be unreasonable to state that although the level of being comfortable varies according to collaborative and individual activities; collaborative activities such as wikis and blogs have significant effects on language learning in the participants' opinions. And the use of these tools appears to increase the opportunities for

collaboration and interaction, which are among important aspects of foreign language education.

During the period of new trends in language teaching and learning, using technology becomes one of the useful techniques for mastering the English language. Using social media and Wikis are of two types of platforms that English language teachers and learners use. Therefore, the literature indicates many benefits of using social media and Wikis and can have positive impacts on the writing skills of the learners. However, as in the study, researchers claimed the benefits of using different types of technologies by teachers. Therefore, researchers suggested that teachers should also consider the pedagogical aspects while designing an activity. It means that the technological use of these platforms would not be that much influential without considering pedagogy and its teaching-learning aspects. The current study focused on the use of social media and Wikis and their impacts on the writing skills of learners. The results show that utilizing different social media and Wikis technological platforms and tools not only improved the language learning skills and competencies of students but some other skills such as group working skills, critical thinking skills, cooperative and collaborative skills as well. The study only focused on the articles published within the years 2010-2018, and only the writing skill was associated with the aim of this study. Thus, the findings would only be applicable to the writing skills of English language. The findings also showed that the role of teachers and learners is of much importance to be able to utilize technical skills properly. The research articles discussed in this study recommend both teachers and learners to consider the active role of social media and Wikis in English language learning, particularly, in terms of improving writing skills.

From this review of studies on the use of blogs in EFL learning, several conclusions can be drawn. First, blogging as a language learning strategy makes significant contributions to enhancing learners' cultural knowledge and cultural awareness about the target society. In addition, the use of blogs enhances learners' cultural interactions, competencies and exchanges. Second, blogging plays an important role in developing learners' interactions and communications in the target language. Third, blogs are effective tools for developing speaking, reading and writing skills. However, with respect to speaking skills, while

blogs are effective for developing skills related to conceptualization, brainstorming, articulation, monitoring, evaluating, self-presentation and information exchange, they have no effect on fluency, accuracy, language complexity, or pronunciation. Furthermore, the research indicates that the use of blogs enhances reading processes, results in positive perceptions of reading, encourages classroom discussions, and develops literacy and critical thinking skills. However, the use of blogs has little effect on learners' reading test results. Blogging positively affects learners' writing performance, their ability to monitor writing, their attitudes towards and perceptions of writing, and their interactions and participation in writing. More specifically, blogs are effective for developing rhetorical strategies, improving grammar skills, designing paragraphs and essays, revising written works, giving and receiving feedback and participating in peer review activities. The use of blogs also facilitates academic writing and enhances the sharing and exchanging of knowledge, provides a learning space for learners' to interact, allows for reflection on learning, develops autonomous learning, and improves self-expression. The use of blogs has also been found to considerably enhance learners' motivation, to affect positively students' perceptions of learning, and to result in positive attitudes towards learning. However, one study found that students have both negative and positive views regarding blogging.

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THE MAIN COMPONENTS OF THE METHODOLOGICAL SYSTEM IN TEACHING ENGLISH

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Annotation:

In the project work, the actual problem of the methods of teaching English as a foreign language for students of non-philological universities is considered. A system of teaching the category of the tenses of the English language by comparing them with the tenses of the Uzbek language is proposed. A variant of the practical implementation of the main components of the methodological system in the educational complex of exercises and tasks is presented, which allows to outline new and effective methods in teaching foreign languages. This work will be interesting and useful to teachers of foreign languages and other categories of specialists professionally engaged in the research and application of new methods in

Key words: young audiences, methods, outlining, practical implementation, oral communication, non-language universities, technologies.

Аннотация

В проектной работе рассматривается актуальная проблема методики преподавания английского языка как иностранного для студентов нефилологических ВУЗов. Предложена система преподавания категории времен английского языка путем сопоставления их с временами узбекского языка. Представлен

вариант практического воплощения основных компонентов методической системы в учебном комплексе упражнений и заданий, позволяющие наметить новые и эффективные методы в обучении иностранным языкам. Данная работа будет интересна и полезна преподавателям иностранных языков и другим категориям специалистов, профессионально занимающимся исследованием и применением новых методов в преподавании языков.

Ключевые слова: молодежная аудитория, методы, изложение, практическая реализация, устное общение, неязыковые университеты технологии.

Annotatsiya:

Ushbu maqola nofilologik universitetlar talabalari uchun ingliz tilini chet tili sifatida o'qitishning dolzarb muammosiga bag'ishlangan. Ingliz tilining zamon kategoriyasini o'zbek tili zamonlari bilan qiyoslash orqali o'rgatish tizimi taklif etiladi. Chet tillarini o'qitishda yangi va samarali usullarni belgilash imkonini beruvchi mashg'ulotlar va topshiriqlar majmuasida uslubiy tizimning asosiy tarkibiy qismlarini amaliy tadbiq qilish varianti keltirilgan. Ushbu ish chet tili o'qituvchilari va boshqa toifadagi mutaxassislar uchun tadqiqot va tillarni o'qitishda yangi usullarni qo'llash bilan shug'ullanadigan mutaxassislar uchun qiziqarli va foydali bo'ladi.

Kalit so'zlar: yosh auditoriya, usullar, bayon qilish, amaliy amalga oshirish, og'zaki muloqot, tilsiz universitetlar, texnologiyalar.

The teaching of grammar has always stirred controversy among researchers. Historically, the question of whether grammar should be taught explicitly or implicitly has always been hotly debated; while the deductive method is traditionally associated with the dreaded grammar-based approaches, the inductive method is closely linked to the communication-based approaches which have won momentum, nowadays. However, recent studies in the field of second language acquisition have revealed that, just like the grammar-based approaches were inadequate due to their sole focus on form, the communicative-based approaches, too, have many inadequacies, crucial of which is their mere focus on meaning-based instruction. Therefore, these negative reactions have resulted in the development of a new grammar teaching approach that combines both perspectives, namely focus-on-form instruction to cater for the weaknesses of each approach. This article

seeks to discuss the issue of focus-on-form instruction in communicative language teaching. First, it aims at establishing a background to the issue. Second, it attempts to provide a definition of focus-on-form instruction and its main principles. Third, it gives some benefits of the focus-on-form instruction. Last, it presents some practical activities for implementing it. Approaches to grammar teaching have undergone many changes and fluctuations. These changes that have characterized the teaching of grammar are ascribed not only to the changes in the research findings conducted on this issue, but also due to the movement from grammar-based approaches to communicative approaches. The latter put its primary focus on meaning and the implicit teaching of grammatical rules. As far as the grammar-based approaches, they are built on the assumption that through teaching grammar exclusively, the learners will be able to fully master the target language. Put differently, if the learner is exposed to the grammatical forms of a language in a sequential manner, he or she will end up acquiring the language. The most renowned grammar-based approaches are traditional translation and audio-lingual methods. Though they differ in many respects, these methods share the assumption that language is best learned through the explicit grammar instruction. These approaches have been put into question with the advent of the communicative movement. Unlike the grammar-based approaches, the communicative approaches are based on the idea that language is best learned through communication, not via the mechanical presentation of grammatical forms. The communicative approaches have disregarded the explicit use of grammar rules in teaching grammar. This has led to a shift from form-focused instruction to meaning-focused instruction (Nassaji & Fotos, 2011). The exclusive focus on grammar instruction has been found to be inadequate to develop learners' ability to perform in oral communication. Furthermore, many researchers have attested to the fact that language teaching cannot be limited solely to grammar teaching. This is so because the explicit teaching of grammar does not result in fluency. In the same vein, Hymes' theory of communicative competence (1972) has been very influential in the development of communicative language teaching, which puts the development of students' communicative competence as its primary goal. The communicative competence asserts that knowledge of a language not only lies in knowing the grammatical

forms of that language, but also of knowing how to use them appropriately in different communication contexts.

Conclusion

Nowadays teaching grammar rules has become traditional approach for teachers as they had been doing it for a long period of time but now everything is changed and teaching English as well. First of all we should change our methodology in teaching grammar rules especially tenses. Students of higher education institutes study tenses when they come to institutes but still they cannot identify differences between tenses. That's why it will be very essential if we compare tenses between English and Uzbek language. Some students had difficulties to identify tense and they were a little bit confused when they were doing exercises or practicing it on their own. That's why I used T-chart and Ven diagram to explain the topic. I also put my student in the center when I explained the grammar rules as it is called student-centered approach. In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

While writing my graduation paper and implementing my experiences in the class I have found it easy to teach it with materials, hand-outs, visual-aids and teaching styles; different diagrams before explaining rules I started giving materials first as students have some pictures or ideas on their mind what we are going to do today. They started to guess and tried to think about the new topic. I have found enormously useful professional baggage for myself while performing the tasks and researching several books, and at the same time I realized that my difficulty is linked to the notion of evaluation and inputting sociolinguistic aim into my teaching process. In order to meet its goal, each lesson should cover these four communicative competencies.

As far as I know students understand the theme when they know it in their mother language first. By this way it will be very easy to compare new theme linked to their mother language. In addition, I have discovered for myself numerous ways of evaluation to check the awareness of students. This professional approach in teaching tenses and comparing them is really important as it is designed after a long study focused on the competences of language teaching in Uzbekistan. I was not aware of pragmatic competence, sociolinguistic competence and linguistic

competence until I studied in-service teacher education. I could not reflect on these competencies when I was conducting classes. Not only do these competencies have a positive effect on awareness of jokes, greetings, storytelling, beliefs, and philosophies in the target language, but they also create a real English environment and inspire students to work together and engage them.

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THE USE OF MODERN TECHNOLOGY IN FOREIGN LANGUAGE LEARNING

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Abstract - Digital technology has become an essential factor in the process of language learning. This quantitative study investigates the use of technology as well as teacher's support in the process of technology-based learning of English as a foreign language (EFL) among high school students in Bosnia and Herzegovina. The data have been collected by the questionnaire modelling teachers' influence on learners' self-directed use of technology for language learning which consists of seven subscales. The results show that the participants' experience with technology-based language learning (TBL) is rather positive and that teachers have an important role in technology-based foreign language learning, indicating insignificant gender and EFL GPA differences but significant grade level differences on the combined dependent variables of teacher's support. Furthermore, the results revealed insignificant differences on the combined dependent variables of technology use based on the students' gender and grade level but significant differences based on the students' EFL GPA. The findings of this study may assist teachers in engaging students to efficiently use digital technologies in the process of foreign language learning at the high school level.

Keywords – Self-directed, technology, learning, GPA

Chet tillarni o'qitishda zamonaviy innovatsion metodlar va axborot texnologiyalaridan foydalanish samaradorligi

Annotatsiya - Raqamli texnologiya til o'rganish jarayonida muhim omilga aylandi. Ushbu miqdoriy tadqiqot Bosniya va Gertsegovinadagi o'rta maktab o'quvchilari o'rtasida ingliz tilini chet tili (EFL) sifatida texnologiya asosida o'rganish jarayonida texnologiyadan foydalanish, shuningdek, o'qituvchining yordamini o'rganadi. Ma'lumotlar yetti kichik o'lchovdan iborat bo'lgan til o'rganish texnologiyasidan o'quvchilarning mustaqil foydalanishiga o'qituvchilarning ta'sirini modellashtirish

bo'yicha so'rovnomma orqali to'plangan. Natijalar shuni ko'rsatadiki, ishtirokchilarning texnologiyaga asoslangan til o'rganish (TBL) bo'yicha tajribasi ancha ijobiydir va o'qituvchilar texnologiyaga asoslangan chet tilini o'rganishda muhim rol o'ynaydi, bu gender va EFL GPA ahamiyatsiz farqlarini, ammo umumiy sinflarda sezilarli darajada farqlarni ko'rsatadi. o'qituvchi yordamining bog'liq o'zgaruvchilari. Bundan tashqari, natijalar talabalarning jinsi va sinf darajasiga qarab texnologiyadan foydalanishning birlashtirilgan bog'liq o'zgaruvchilari bo'yicha ahamiyatsiz farqlarni, ammo talabalarning EFL GPA asosidagi sezilarli farqlarni aniqladi. Ushbu tadqiqot natijalari o'qituvchilarga talabalarni o'rta maktab darajasida xorijiy tillarni o'rganish jarayonida raqamli texnologiyalardan samarali foydalanishga jalb qilishda yordam berishi mumkin.

Kalit so'zlar - O'z-o'zini boshqarish, texnologiya, o'rganish, GPA

Аннотация - Цифровые технологии стали важным фактором в процессе изучения языка. В этом количественном исследовании изучается использование технологий, а также поддержка учителей в процессе технологического изучения английского языка как иностранного (EFL) среди старшеклассников в Боснии и Герцеговине. Данные были собраны с помощью анкеты, моделирующей влияние учителей на самостоятельное использование учащимися технологий для изучения языка, которая состоит из семи субшкал. Результаты показывают, что опыт участников в обучении языку на основе технологий (TBL) скорее положительный, и что учителя играют важную роль в обучении иностранному языку на основе технологий, указывая на незначительные различия по полу и среднему баллу EFL, но значительные различия в уровне классов в комбинированном исследовании. зависимые переменные поддержки учителя. Кроме того, результаты выявили незначительные различия в комбинированных зависимых переменных использования технологий в зависимости от пола и уровня учащихся, но значительные различия в зависимости от среднего балла EFL учащихся. Результаты исследования могут помочь преподавателям в привлечении учащихся к эффективному использованию цифровых технологий в процессе изучения иностранного языка на уровне старшей школы.

Ключевые слова – самостоятельный, технология, обучение, средний балл

INTRODUCTION

Electronic communication devices, such as computers, laptops, mobile phones, the global communication system, the Internet, and other technologies, namely video and audio conferencing, videotelephony, webcasts and chat rooms, have become an integral part of language instruction and their widespread use in education, and likewise in other public domains, has been steadily increasing. Thus, technology-based learning, as the process of learning by means of electronic technology, has emerged and substantially empowered language learning, making it no longer solely constricted to the traditional school learning environment. It has enormous educational potential both within and beyond the classroom milieu as it allows learners to easily access various instructional materials using different educational platforms, it facilitates learners' exposure to native speakers' lessons and tutorials and their engagement in diverse online courses. The term technology-based learning encloses some related terms, such as “computer-assisted language learning” (CALL) (Afshari et al. 2013), “computer-mediated communication” (CMC) (Sorensen 2013), “information, communication and technology” (ICT) (Ghavifekr and Rosdy 2015), “technology-enabled active learning” (TEAL) (Tong et al. 2018) or “electronic learning” (e-learning) (Liaw et al. 2007) and these terms have been used simultaneously and sometimes interchangeably. Still, the term “technology-based learning” or TBL (as employed in Hsu et al. 2012) will be maintained as a designation in the current research.

MATERIALS AND METHODS

Self-directed learning (SDL), also called self-initiated, self-planned and self-regulated learning, has been defined as the “process in which individuals take the initiative, with or without the help from others, in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (Knowles 1975, p. 18, in Lai 2013, p. 100). Zimmerman (2000), defines it as “a process by which learners direct and coordinate their efforts, thoughts, and feelings in order to achieve their learning goals” (p. 15) or stated in the simplest terms, it is

learning beyond a formal institutional setting. The concept of self-directed learning, regarded as one of the most critical personal skills for the twenty-first Century (Eroglu and Ozbek 2018), represents any personal development and increase in knowledge or skill. Even though it is widely used in contemporary research sources, the idea of SDL has its roots in Socrates' emphasis on independent learning and relentless pursuit of the best learning approach (Delić and Bećirović 2016). Socrates, as Beavers (2009) points out, "illustrates concisely the concepts of self-directed learning in his discussion with Meno by allowing him to determine the topic of interest (The Great Dialogues of Plato)" (p. 27).

RESULTS

Technology-based instruction is a subject that has evinced an intense and lively research interest (Clark et al. 2009; Ghavifekr and Rosdy 2015; Paris 2004; Sert and Boynuegri 2017). One of the reasons why technology has become an integral part of today's language learning environment is its ability to provide personalized language instruction and materials enabling learners to select the lesson and adapt it to their needs. Likewise, technology advances access to information and offers more communication possibilities. Using technology devices, such as TV, radio, movies or the Internet in general for the purpose of achieving self-directed learning serves a variety of functions in shaping positive learner identity, maintaining motivation for learning (Lamb 2007), providing learners with a supportive learning community, offering learners a place for self-expression, and enhancing their self-perception (Gao 2009; Teo et al. 2010). It also allows the process of "online informal learning of language" (Toffoli and Sockett 2013, p. 2) to happen.

Still, attitudes towards technology use and its implementation into the learning processes in schools are both positive and negative. Ghavifekr and Rosdy (2015) state that the benefits of information, communication, and technology (ICT) programs are the development of confidence, better communication, creativity and imagination and they also indicate that "ICT helps students to possess all four skills in learning when they are able to acquire necessary information and knowledge" (p. 188). Though research in this field clearly shows that technology stimulates the learning process and maximizes the abilities of students in active learning (Jorge et al. 2003; Young 2003), technology-based learning entails that both students and schools are facilitated with

computers and internet access, which does not seem to be always the case. Thus, even if technology is affordable and not very expensive, there still exist schools, especially in rural areas, which lack adequate equipment and internet access

DISCUSSION

Teachers have always performed a key role in education (Ahmetović et al. 2020). With today's unlimited information content on the Internet and students' readiness to access it, teachers, apart from only teaching, should also be mentoring their students in their process of self-directed learning (Hassan and Mirza 2020). Liaw et al. (2007) reported that technology-based learning is "autonomous and rich in multimedia" (p. 1076), and that students expect their teachers to assist them when using an e-learning environment. Since, according to Albirni (2006), "teachers are the most important agents of change within the classroom arena" (p. 374), the process of effective technology-based education without teachers' adequate skill and dedication will not be successful even if schools are sufficiently equipped with sophisticated technology. Given the fact that teachers determine what the lesson will look like, and thus how technology will be used and implemented during lessons, studies indicate that the successful application of educational technologies relies largely on the educators' attitudes. Thus, Kersaint et al. (2003) reported that teachers who have a positive attitude toward technology use incorporate it into their teaching more comfortably. Similarly, Bullock (2004) states that the teacher's attitude is a major enabling factor in students' adoption of technology.

CONCLUSION

The current study has discussed the high school students' perceptions of technology-based English language learning as well as their perceptions of teacher's support in that process, with a special focus on the impact of gender, grade level and EFL achievement on both. Some general conclusions can be drawn from the obtained results, namely (1) high school students are very positive about the use of technology and teacher's support in the process of foreign language learning (2) gender has no significant effect on the students' use of technology and teacher's support in the process (3) the students' grade level significantly impacts their perceptions of teacher's support in the process of technology-based learning, while it does not significantly impact their perceived usefulness

of technology (4) on the contrary, students' EFL achievement does not have a significant effect on their perceptions of teacher's support, while it significantly impacts their perceived usefulness of technology.

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USE OF INNOVATIVE METHODS IN DEVELOPING PROFESSIONAL SKILLS OF STUDENTS

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ABSTRACT: Vocational training is a complex and multifaceted process, based on which the opportunities for successful work in a particular profession, personal orientation, professional knowledge, skills, qualifications and professional qualities, work experience are integrated. The effectiveness of innovative methods and technologies in its formation today is great. Students' knowledge and skills are developed through the use of innovative methods in the educational process in order to improve the professional skills of students. In this article, I want to highlight the role of innovative methods and the importance of modern technology in professional development.

KEYWORDS: innovative methods, information technology, professional skills, educational effectiveness, pedagogy.

АННОТАЦИЯ: Профессиональное обучение - это сложный и многогранный процесс, в основе которого интегрируются возможности для успешной работы по определенной профессии, личностная ориентация, профессиональные знания, умения, квалификация и профессиональные качества, опыт работы. Эффективность инновационных методов и технологий в его формировании сегодня велика. Знания и умения студентов развиваются за счет использования инновационных методов в образовательном процессе с целью повышения профессиональных навыков студентов. В этой статье я хочу подчеркнуть роль инновационных методов и важность современных технологий в профессиональном развитии.

КЛЮЧЕВЫЕ СЛОВА: инновационные методы, информационные технологии, профессиональные навыки, образовательная эффективность, педагогика.

ANNOTATSIYA: kasbiy tayyorgarlik-bu ma'lum bir kasbda muvaffaqiyatli ishlash imkoniyatlari, shaxsiy yo'nalish, kasbiy bilim, ko'nikma, malaka va kasbiy fazilatlar, ish tajribasi birlashtirilgan murakkab va ko'p qirrali jarayon. Bugungi kunda uni shakllantirishda innovatsion usul va texnologiyalarning samaradorligi katta. Talabalarning bilim va ko'nikmalari talabalarning kasbiy mahoratini oshirish maqsadida o'quv jarayonida innovatsion usullardan foydalanish orqali rivojlanadi. Ushbu maqolada men innovatsion usullarning rolini va zamonaviy texnologiyalarning kasbiy rivojlanishdagi ahamiyatini ta'kidlamochiman.

KALIT SO'ZLAR: innovatsion usullar, axborot texnologiyalari, kasbiy ko'nikmalar, ta'lim samaradorligi, pedagogika.

The Cabinet of Ministers of the Republic of Uzbekistan adopted a resolution "On measures for further development of computerization and introduction of information and communication technologies" in order to improve the professional skills of students in the educational process and to improve the skills and qualifications of teachers.

Adoption of Resolutions No. 200 of June 6, 2002, No. 25 of February 16, 2006 "On Further Improving the System of Retraining and Advanced Training of Teachers". The use of innovative information

technologies in the educational process will increase the effectiveness of teaching methods, change the work of teachers, improve their pedagogical skills, improve the pedagogical system effective effect on structural change.

In the professional skills of a teacher based on modern information technologies;

- simplifies the complex process of developing the technological basis of education at the level of modern requirements;

- special skills and competencies are formed to organize the teaching process on the basis of modern innovative technical means;

- Due to the openness of distance learning courses, there is a need for quality control and quality control of training materials;

- students' independent activity in the educational process improves, the effectiveness of the teaching process passes from teacher to student;

- Increases the organization and personal participation of students in the organization of the educational process; [5]

- The use of modern communication technologies provides feedback to each student in the pedagogical activity of the teacher.

Today, the teacher must take into account the capabilities and needs of students in the educational process. The system of education and upbringing promoted by the teacher should be person centered, that is, differentiated, taking into account the different characteristics and qualities of the 19 individual. [4]

Any system of education and upbringing is formed and developed in a certain social, scientific, technical, economic, cultural and, finally, political environment. Socio-economic factors are the top priorities of this environment.

Scientific and technological progress, cultural and political environment can develop or slow down socio-economic changes. The education system serves to fulfill the main tasks of socio-economic and cultural development of the society, as secondary schools and higher education institutions prepare people for economic, cultural and political activities.[3]

That is why the teacher of educational institutions plays an important role as a cornerstone of the educational process. It is recognized by pedagogical scientists that one of the most important indicators of the use of such technologies in the educational process is the

improvement of the ability to use different methods in modern educational institutions on the basis of innovative technologies. In particular, U.Sh. Begimkulov stressed the need to create a computer information environment in educational institutions and a database capable of meeting modern requirements, the development of hypertext and multimedia, imitation in teaching, communication systems, input, systematization, storage of necessary information using computer technology and suggests creating a database that is recommended for use. Therefore, in order to develop the knowledge, skills and competencies of teachers using innovative information technologies, as well as to improve the pedagogical skills of teachers in accordance with modern requirements, initiates the organization of distance learning courses.[2]

When using innovative technologies, the teacher can perform a number of tasks depending on its content. Innovative technology-based methods with active use perform the following main didactic functions:

- develops students' interest in science through the use of multimedia technology;

- At the same time, due to the interactivity of education, students' thinking skills are activated and the effectiveness of learning materials is increased;

- is important in that it allows you to model and visualize processes that are difficult or complex to demonstrate in real situations;

- Assimilation of learning materials are effective not only according to the level, but also according to the level of logical perception achieved by students;

- Provides the opportunity to organize distance learning not only for students who are learning or online education, but also for students who miss classes without a reason;

- Provides students with the opportunity to carry out specific research by searching for, finding, and answering problematic material through independent research;

- Provides opportunities for students to master a new topic, solve examples, essays, essays, self-study of educational materials, selection and analysis of information and data. [7]

The clear orientation of a student's professional skills is determined by his / her worldview, interest in the pedagogical profession, and ability to engage in it. Researchers (NV Kuzmina, G.A. Murray, A.Adiner,

N.A.Aminov, etc.) study the motives of students' desire to improve their professional skills and divide them into three types:

- Motives indicating the existence of compelling reasons;
- Motives based on interest in the study of certain disciplines;
- Motives that reflect the need to strive to communicate with people.

If these aspects are analyzed, the validity of career choice motives is not only one of the important subjective factors in reaching the peak of pedagogical activity, but also has a significant impact on the overall state of vocational training. 20 In the process of preparing future professionals for professional activity, it is important that they have the personal, spiritual, moral, psychological and physical qualities necessary for future professional activity and their development indicators. [10]

After all, any professional activity requires a person to possess certain qualities.

In describing their professional activities, most scholars refer to N.V. Kuzmina and Z.F. They rely on Yesarova's research.

They distinguish the following components in the professional training of educators:

1. Knowledge (possessing gnostic ability).
2. Constructiveness (ability to design).
3. Communicativeness.
4. Organization. Cognition (Greek —gnosis - —knowledge) refers to the student's field of knowledge, which includes in-depth knowledge of the subject, communication, psychological characteristics of the specialist, knowledge of self-awareness. [7]

Constructiveness (the ability to design) - this means a separate design of the activities of the specialist, taking into account the personal activities and educational goals. Communicativeness is a special feature of a specialist, which involves interacting with people and colleagues. In this case, the effectiveness of professional activity depends on its communication. Communication should be didactic. Organization is the ability of a specialist to organize his / her personal activity, as well as methodologically correct activity, which is one of the important conditions for success in the educational process. The student's organizational skills are manifested, firstly, in the ability to organize the team, in which to unite the team, and secondly, in the ability to properly

organize their personal work. It should be noted that these qualities, which should be reflected in the professional image of the specialist, are important not only in their interactions with colleagues, but also in their relationships with others.

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**MAKTAB O'QUVCHILARIGA INGLIZ TILINI
O'QITISHNING INNOVATSION USULLARI**

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Annotatsiya: Ushbu maqolada ingliz tili grammatikasini turli metodlar asosida ta'lim jarayonida takomillashtirish yoritilgan. Unda umumiy o'rta ta'lim maktab yuqori sinf o'quvchilariga Ingliz tili grammatikasini o'rgatish muhoma qilingan, shuningdek ta'limni rivojlantirish uchun bir qancha tavsiyalar berilgan.

Kalit so'zlar: Grammatik mavzu, zamon, interfaol usul, grammatik qoidalar, amaliyot.

Abstract: This article describes the improvement of English grammar in the educational process based on various methods. It discussed the teaching of English grammar to high school students of general secondary education, as well as some recommendations for the development of education.

Key words: Grammatical topic, tense, interactive method, grammatical rules, practice.

Аннотация: В данной статье описывается совершенствование английской грамматики в учебном процессе на основе различных методов. На ней обсуждалось преподавание английской грамматики старшеклассникам

общего среднего образования, а также давались некоторые рекомендации по развитию образования.

Ключевые слова: грамматическая тема, время, интерактивный метод, грамматические правила, практика.

KIRISH

O'zbekistonda uzluksiz ta'lim yosh avlodni yuqori kasbiy madaniyat, ijodiy va ijtimoiy hayotga mustaqil moslashish ko'nikmalari hamda istiqbol rejalarini belgilash va hal etish qobiliyatlarini shakllantirishga yo'naltirilgan. Ushbu vazifalarni bajarishda hozirgi davr talabida bo'lish ahamiyatlidir. Shuning uchun ham jamiyatning ijtimoiy, iqtisodiy va ilmiy taraqqiyotini o'stirishda chet tillarini yaxshi biladigan yosh avlodni tarbiyalashda chet tili, xususan ingliz tilining o'rni juda katta. Umumiy o'rta ta'limning davlat ta'lim standarti va o'quv dasturida ingliz tilini o'qitishning maqsadlari jamiyat, davlat manfaatlari hamda talablaridan kelib chiqishi, unga muvofiq kelishi kerak.

Zamonaviy metodika talablaridan kelib chiqib, grammatik xodisalarni o'rgatishga integrativ yondashishni tanladik. Ayrim grammatik xodisalar esa o'zining ma'no yoki yasalish usullariga ko'ra ona tili grammatik hodisalari bilan o'xshashligi tufayli ular o'zlashtirish uchun katta qiyinchilik tug'dirmaydi. Bu haqda tilshunos T.Sattorov tadqiqotlarida batafsil ma'lumot berilgan, grammatik hodisalarga tabaqali yondashuv g'oyasi ilgari surilgan.

Chet til ta'limida informatsion texnologiyalardan keng foydalanish tavsiya etiladi. Binobarin o'quvchilarga grammatik xodisalarni o'rgatish jarayonida quyidagi informatsion texnologiyalardan foydalanishni lozim topdik: kompyuter texnologiyasi (internet tarmogi), interaktiv metodlar, ochiq munozara (disput), ekskursiya, aukcion, matbuot konferensiyasi, konkurs, dumaloq stol, orzu-niyat, she'riyat turlari, chet til o'rgatish projekt metodi va boshqalar. Interaktiv metodlar qo'llanganda, o'quvchining o'zi mustaqil holda erkin fikr yuritadi, o'qituvchi bilan hamkor sifatida ishlaydi. Ingliz tili darslarida o'quvchilarining grammatik ko'nikmalarini takomillashtirishda internet texnologiyalari axborot olish va muloqot kilishning eng zamonaviy shakllaridan biridir. O'quvchilar internetdan foydalanib, ma'ruza va referatlar yozishadi.

METODOLOGIYA

Multimedia o'quv materialini ovozli tarzda taqdim etish imkonini yaratadi, ya'ni virtual o'qituvchi vazifasini o'taydi. O'quvchi sof inglizcha talaffuzni tinglaydi, o'z nutqini unga moslashtirishga harakat qiladi.

Umumta'lim maktablari yuqori sinf o'quvchilariga so'z boyligini orttirish uchun elektron lug'atlarning roli beqiyosdir. Elektron lug'atda so'zlar grafik timsoli orqali emas, balki bevosita tovushlar majmui sifatida talaffuz qilinadi. Bunday lug'atlar bilan ishlashda so'zlarni eslab qolish oson kechadi va ular uzoq muddatli xotirada saqlanadi.

O'quvchilar bilimini tekshirish va mustahkamlash maqsadida test olinadi. Test jarayonida o'quvchilarda mustaqil ishlash va o'zini-o'zi baholash imkoniyati paydo bo'ladi. Ma'lumki, mustaqil holda olingan ilim xotirada uzoq saqlanadi va qayta esga olish oson kechadi. Zamonaviy texnologiyalardan bo'lgan strategiya va o'yintopshiriqlari o'quvchilarni zerikishdan saqlaydi va ularni mustaqil tarzda aqliy faoliyat ko'rsatishlarini ta'minlaydi[2].

Shuningdek ingliz tili grammatikasini umumta'lim maktablarida o'quvchilarga o'rgatishda klasterli yondashuv yoki usul ham samarali yordam beradi. Bu usul nafaqat samarali balki o'quvchilar uchun bilim berishda judayam qulay usul hisoblanadi. Misol uchun:



Maxsus kuzatishlarimiz va o'tkazilgan tajribamiz asosida quyidagi xulosalarga keldik: o'yin-topshiriqlardan foydalanish chet til o'qitishning amaliy, tarbiyaviy, umumta'limiy va rivojlantiruvchi maqsadlarini amalga oshirishda samarali vosita sifatida xizmat qiladi; o'quvchilarning xorijiy tilda fikr bayon etish(gapirish)ga nisbatan psixologik salbiy kechinmalarini bartaraf etishga imkon

beradi, o'quvchilarga mustaqil fikrlashni o'rgatadi, nutq malakalarini egallashni o'zlashtiradi, maqsadga erishish, g'alaba qozonishga undaydi, tilni kommunikativ metodika asosida o'rganishga imkon beradi, barcha o'quvchilarni darsga jalb qilishga, qiziqishlarini yanada orttirishga, dars samaradorligini ko'tarishga salmoqli hissa qo'shadi.

Bilim, ko'nikma va malaka chet til o'rganishda o'ziga xos munosabat kasb etadi va bu o'quv predmetining xususiyatini aks ettiradi. Nutqda fikrni ifodalash yoki ifodalangan fikrni tushunib olish uchun til materialini qo'llay bilish talab etiladi. Bunga erishish uchun til vositalari bilan nutq mazmuni orasida mustahkam va moslashuvchan aloqa, S.Setlin ta'biri bilan, assotsiatsiya o'rnatilishi kerak bo'ladi.

Nutqiy malaka tarkibida til ko'nikma shakllantiriladi. Grammatik ko'nikmani hosil qilish uch bosqichli metodik dbr hisoblanadi: 1) taqsimot bosqichi yangi grammatik birlikni tushuntirish (nutq namunasida taqdim etish), tushuntirish va dastlabki grammatik amallarni bajarishdan iborat. 2) grammatika mashqlarini bajarish. Bu bosqich asosan ko'nikma hosil qilishga qaratiladi. 3) grammatik hodisani nutq faoliyati turlarida qo'llanilish bosqichi[3]. Aytilganlardan a'yon bo'ladiki, grammatika bilimlarni singdirish uchun emas, balki ko'nikmalarni rivojlantirishga xizmat qiladi.

Yuqori sinf o'quvchilarida ingliz tili grammatik ko'nikmalarini shakllantirishning ilmiy-metodik tavsifini tadqiq qilishdan ko'zlanadigan yagona maqsad ingliz tili grammatikasini o'rgatish modelini kiritishdir. Nazariy model o'quvchilarning inglizcha grammatik ko'nikmalarini takomillashtirish texnologiyasini tashkil etadi. Chet tili o'qitishda qo'llanadigan mashqlar tasniflandi: nutq faoliyati turlari (gapirish/ tinglash/ tushunish/ o'qish/ yozish) mashqlari; til materiali (leksika/ grammatika/ talaffuz) mashqlari; retseptiv/ reproduktiv mashqlar; taqdimot/trenirovka/qo'llanish mashqlari; tanishish/mashq bajarish/ qo'llash/ tuzatish (korreksiya) mashqlari olib borilishi lozim. Shakllantiruvchi (bilim beruvchi/ informatsion/ umumlashmani o'zlashtirish); rivojlantiruvchi (ko'nikma hosil qiluvchi/operatsion/tayyor materialni o'rgatish) mashq; takomillashtiruvchi (malaka hosil

luvchi/motivatsion/grammatik harakatni egallash) mashq kabilar o'tkazilsa maqsadga muvofiq bo'lardi.

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**ORGANIZING ENGLISH LANGUAGE LESSONS USING
INNOVATIVE METHODS IN GENERAL
SECONDARY SCHOOLS**

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ANNOTATION

In this scientific study, the methods of improving the quality of education by the English language teacher of general secondary schools through the use of innovative methods are highlighted and the analysis of innovative methods is presented.

Key words: school, innovation, pedagogue-technologist, method, education, training, knowledge, skill, creative, classification, innovation, objective.

АННОТАЦИЯ

В данном научном исследовании выделены методы повышения качества образования учителем английского языка общеобразовательных школ за счет использования инновационных методов и представлен анализ инновационных методов.

Ключевые слова: школа, инновация, педагог-технолог, метод, воспитание, обучение, знание, умение, творчество, классификация, инновация, цель.

ANNOTATSIYA

Mazkur ilmiy ishda umumiy o'rta ta'lim maktablarining ingliz tili o'qituvchisi tomonidan innovatsion usullarni qo'llash orqali ta'lim sifatini oshirish usullari yoritilgan va innovatsion metodlar tahlili berilgan.

Tayanch so'zlar: maktab, innovatsiya, pedagog-texnolog, metod, ta'lim, ta'lim, bilim, mahorat, ijodiy, tasnif, innovatsiya, maqsad.

INTRODUCTION

Implementation of the developed experiences of pedagogy and achievements in education is one of the important conditions of today. Currently, a huge base of experiences that a teacher can use during his career has been formed, and it is getting richer every day. But despite this, it is difficult for teachers and future professionals to master these experiences [1-4]. The position of the teacher is especially important in creating best practices and popularizing them among colleagues. The educator should pay attention to the cost and effectiveness of the new advanced pedagogical practice. The orientation of the teacher's practical activity to innovation provides an opportunity to put into practice the achievements made as a result of theoretical pedagogical research. In order to popularize the results of such studies, it is necessary to introduce them to the general public. Such news can be conveyed to representatives of other pedagogies by providing quick advice, conducting special seminars and trainings, giving speeches at conferences, and giving future pedagogues a series of lectures [5-9].

LITERATURE ANALYSIS AND METHODOLOGY

At this point, a question arises: "Who are the communicators and promoters of advanced pedagogical ideas and technologies to the general public?" Professors and teachers of higher education institutions, mature pedagogues working in universities play an important role in studying and popularizing the experience of a particular pedagogue or educational institution. The reason for this can be explained as follows:

- the author of the innovation cannot give a necessary and accurate assessment of the prospect of a specific pedagogical idea or innovation;
- Advanced pedagogues do not always think about popularizing their ideas. The reason is that innovation requires additional time and labor of the pedagogue;
- the idea is not always scientifically and methodically justified by its creator;
- authors face obstacles related to their own and their colleagues' individual characteristics when describing their innovations and ways of implementing them;
- The task of not only promoting and popularizing pedagogical innovations, but also making corrections to the quality of pedagogues based on them and enriching the professional knowledge and skills of future teachers is entrusted to the creative group;
- Systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, enriching work experiences of higher educational institutions are also the responsibility of members of the creative team.

The author of the innovative idea does not participate in the management of activities aimed at practical application [10-14]. This kind of approach creates a basis for expanding the capabilities of an innovative pedagogue and directing him to a specific goal. In this way, the powers of the founder and popularizer of innovative pedagogy are concentrated in one point and directed towards a certain goal. Pedagogical innovations have their own dimensions.

Pedagogical innovation consists of the following dimensions that shape the creative activity of the future teacher: how new the innovative methods are; its optimality; how effective; possibility of application in mass experiment and so on. The main measure of innovative methods is

their novelty, results of scientific research and equality with advanced pedagogical experiences. For this reason, it is important for teachers who want to work in the innovative process to understand what the true essence of innovation is [15-17].

DISCUSSION

The experiment may be new to one teacher, but not new to another. In addition, the level of innovation of the same method may be different for future pedagogues. Taking this into account, both future pedagogues and teachers working in the educational system should approach innovative creative activities based on their needs.

According to the level of innovation, innovative methods that help to develop the creative functions of future pedagogues are manifested in several forms: absolute level; local-absolute degree; conditional degree; subjective level. The mass application of innovative pedagogical innovations is interpreted as a criterion for their evaluation. This is mainly related to the technical support of the educational process and the uniqueness of the teacher's activity [18].

The creative application of pedagogical innovations in mass pedagogical experiments is manifested at the initial stage of the work of individual teachers. These innovations are presented for public use after being tested and objectively evaluated [19]. It is desirable to develop the creative functions of future teachers using innovative methods that are widely popular and allow to achieve positive results.

Diagnostic methods aimed at studying the innovative activity of the teacher are also diverse. The use of diagnostic methods shows the strengths of the teacher's activity [20]. Therefore, equipping future teachers with modern methods of diagnosis is the demand of the times. Taking into account the professional needs and desires of future teachers, it is necessary to form professional and pedagogical ethics in them, and implement full-fledged purposeful activities aimed at continuous development.

THE RESULT

When studying pedagogical innovations on the basis of diagnosis, one should not forget the need to take into account the presence of positive, developing situations as well as negative manifestations in the

experience of each pedagogue. In order for a young pedagogue to work effectively in an educational institution, it is necessary to clearly show the positive and negative aspects of his work experience on the basis of diagnosis. It should be clearly conveyed to future teachers that the diagnostic methods used for the purpose of studying innovative processes are as follows.

- systematic study of future teachers' pedagogical needs, interests, areas of particular importance, identifying difficulties encountered in the work of teachers and the possibilities of their elimination;

- to search for ideas, concepts and advanced pedagogical experiences that serve to satisfy their interests and needs and introduce them into the practice of higher pedagogical education;

- to determine the originality of future teachers in the process of mastering and applying pedagogical innovations and their various manifestations, in which to demonstrate, describe, hold open classes, work on new resources, such as organizing lectures, participation in experimental work, and wide use of types of work.

Based on the diagnosis of pedagogical innovations, it is recommended to carry out practical work aimed at learning in several stages. At the initial stage, questionnaire surveys of future teachers, examination of answers to questionnaire questions, organization of individual interviews and confirmation of information in answers to questionnaire questions, analysis of information obtained based on the results of diagnosis [21]. At this stage, based on the results of the first stage, activities aimed at improving the professional and pedagogical qualifications of the future teacher will be planned and the ways of their implementation will be shown. At this stage, the work carried out is completed and repeated diagnosis is carried out. In this process, the future teacher is directed to receive intermediate and final results. Changes in the activity of students in the group are analyzed in depth. As a result of this, diagnosing the professional skills, qualifications and experiences of future teachers and arming them with diagnostic methods, as well as restructuring the process of professional pedagogical education based on innovative ideas, will enable the effective development of students' creative activities. As a result, there is an opportunity to encourage future teachers to be creative and take initiative [22].

The creative pedagogical activity of the teacher is the process of positively solving tasks subordinated to the formation of human consciousness and behavior, and most importantly, the creation of a generation of well-rounded people. Also, the planned educational goal is easily realized and the expected result is achieved faster. That is;

- it is necessary to clearly define the role and tasks of the teacher in the system of innovative educational technology;

- the teacher should be promoted to the level of a new professional position – «teacher-technologist», - «pedagogue-technologist»;

- «Teacher-technologist» must have special knowledge, skills, qualifications;

- It is necessary to carry out specific measures to ensure the prestige, potential increase, spiritual and material interests of the «teacher-technologist» among the pedagogical team.

In order to improve the quality of education, the use of innovative technologies by teachers in the course of the lesson will certainly give effective results.

CONCLUSION

In conclusion, in order to educate mature specialists who have a high level of general professional culture, social activity, independent thinking, and the ability to solve their tasks without difficulty, today our pedagogic teachers use modern and innovative pedagogical technologies. They should understand that it is the main factor of increasing the quality and efficiency of education, and that it is required by the times.

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USE OF INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS

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Annotatsiya: Hozirgi kunda mamlakatimizda yosh avlodga xorijiy tillarni sifatli o'rganish, xorijiy tillar bo'yicha mutaxassislar tayyorlash tizimini tubdan takomillashtirish, xorijiy tillarni puxta egallash orqali xalqaro ta'lim standartlariga javob beradigan malakali mutaxassislarni tayyorlash izchil amalga oshirilmoqda. Ushbu maqola O'zbekistonda chet tillarini o'qitishda innovatsion texnologiyalardan faol foydalanishga bag'ishlangan.

Kalit so'zlar: Chet tili, o'yinlar, innovatsion texnologiyalar, texnik vositalar, o'qitish usuli.

Abstract: At present, the quality of education of the younger generation to foreign languages, radical improvement of the system of training specialists in foreign languages, training of qualified specialists meeting international educational standards through mastering foreign languages is carried out in our country. *This article is devoted to the active using of innovative technologies in teaching foreign languages in Uzbekistan.*

Key words: Foreign language, games, innovative technologies, technical tools, teaching method.

Аннотация: В настоящее время в нашей стране осуществляется качественное обучение подрастающего поколения иностранным языкам, коренное совершенствование системы подготовки специалистов по иностранным языкам, подготовка квалифицированных специалистов, отвечающих международным образовательным стандартам, путем овладения иностранными языками. Данная статья посвящена активному использованию инновационных технологий в обучении иностранным языкам в Узбекистане.

Ключевые слова: иностранный язык, игры, инновационные технологии, технические средства, методика обучения.

Introduction. In today's rapidly developing age, science and technology are growing rapidly. Progress is being made in every field. In particular, great changes and significant achievements are being made in

science. Delivery of each subject to students using new innovative technologies is one of the main requirements of today's education.

In the process of globalization, it is difficult to imagine our life without the Internet. It is one of the most effective ways to use it effectively in the process of learning and teaching a foreign language. You will have the opportunity to communicate with people who speak a foreign language through the Internet. You can improve writing practice by writing letters via e-mail.

It is the most important issue to bring modern communication technologies into the educational process, to use them purposefully and correctly, to increase the student's interest in a foreign language, and to increase the effectiveness of teaching. Through this, the opportunity to use innovative technologies of education will be created and the demand will increase.

Today, there are several different methods of innovative educational technologies. If they use wide and different methods to cover the topic in classes, the effectiveness of the lesson will be high and the increase of students' interest in the lesson will be ensured. It is intended to increase the effectiveness of education by introducing innovations into the educational process and implementing them. The use of various role-playing and action games in the teaching of foreign language classes increases the interest in the lesson and language learning. It helps students to communicate with others by working in pairs or small groups.

LITERATURE ANALYSIS AND METHODS

The research process used methods of historical, logical, analysis and synthesis of practical knowledge. In the process of this research, today's importance of using information technology in foreign language lessons was objectively revealed. Today, the stages of teaching Boom's taxonomy are taught in a logical sequence using innovative technologies.

DISCUSSION AND RESULTS

The use of graphic organizers in the educational process is one of the most important tools for explaining the topic and delivering it to students. It is also possible to use several different graphic organizers to cover the same topic. When teaching a foreign language, it is appropriate to use graphic organizers to explain new words and grammatical rules related to the topic. It will also be easy to remember if these are presented through graphic organizers. The effectiveness of using different tables in

the process of teaching a foreign language is also high. Using the tables in the educational process, students can learn a certain grammar rule, for example, making sentences using tenses, placing new words.

At a time when the need to learn a foreign language is high, effective use of modern information technologies and innovative educational technologies in the educational process will make this process effective. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process.

After our country gained independence, interest in teaching foreign languages increased and many opportunities were created for young people. As our first president Islam Karimov said, "Currently, teaching foreign languages is given great importance in our country. This is certainly not for nothing. Today, there is no need to overestimate the importance of perfect knowledge of foreign languages for our countries, which are striving to take their rightful place in the world community, for our people, who are building their great future in solidarity and cooperation with our foreign partners. As a logical continuation of these thoughts, the Presidential Decree "On measures to further improve the system of teaching foreign languages" adopted on December 10, 2012 expanded the opportunities for learning foreign languages.

In our republic, new methods and requirements have been developed in accordance with the recommendations of the European Framework of Reference for Languages (CEFR) for foreign language teaching and assessment of knowledge and skills of foreign language teachers. According to it, textbooks were created for students of general education schools and vocational colleges. In accordance with these requirements, classrooms were equipped with stands and new information and communication techniques. The demand for learning a foreign language is increasing day by day.

Foreign language science is divided into four aspects (reading, speaking, listening and speaking), and separate concepts and skills are given for each of them. Educational technologies are effective use of modern information technologies in the educational process. It also provides for increasing the quality and efficiency of education by introducing modern innovative technologies into the educational process.

In particular, such information and communication in learning a foreign language

There are several advantages of using technology. The role of modern technology in language learning and teaching is incomparable. The use of technological tools is useful in every aspect of learning a foreign language (reading, writing, listening and speaking). For example, in order to listen and understand, of course, this process cannot be carried out without a computer, player, CD discs. Listening comprehension is one of the most important parts of language learning. At the same time, the reader is required to pay attention to the speaker's pronunciation, adherence to grammatical rules, vocabulary and its meanings. An important factor in the use of modern technologies in the educational process is that students know information and communication technologies well and are able to use them. Teaching and learning a foreign language using modern technologies is one of the most fruitful ways. In this process, including:

- when using computers, the student can watch and listen to foreign language videos, demonstrations, dialogues, movies or cartoons;

- it is possible to listen and watch foreign language radio broadcasts and television programs;

- the use of tape recorders and cassettes, which are considered a more traditional method;

CD players can be used. The use of these technical tools makes the process of learning a foreign language more interesting and effective for students [1].

Today, teaching through interactive games is becoming a tradition in schools. It is known that the lesson is conducted on the basis of various games, which ensures that students demonstrate their capabilities, concentrate, improve their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity rely on the fundamental needs of a person to express himself, find a stable place in life, self-control, and realize his potential.

Any game should be based on generally accepted educational principles and tactics. Educational games should be based on educational subjects. In the process of games, the student is more interested in this

activity than in a regular lesson and works freely. It should be noted that the game is, first of all, a method of teaching. Pupils participate in game lessons with interest, strive to win, and the teacher also provides education to the pupil through them. The student believes that he can speak, listen, understand, and write in English while playing games, he is interested [2].

We know that in the current educational process, the student should be the subject. Focusing more on interactive methods will increase the effectiveness of education. One of the most important requirements for English language classes is to teach students to think independently. Today, English language teachers are using the following innovative methods based on the experience of pedagogues from the United States of America and England:

To apply this method of "Creative Problem Solving", the beginning of the story is read and the end of the story is referred to the judgment of the students;

"Merry Riddles" teaching riddles to students is important in teaching English, they learn unfamiliar words and find answers to riddles;

"Quick answers" helps to improve the efficiency of the lesson;

"Warm-up exercises" using various games in the classroom to interest students in the lesson [3];

"Pantomime" this method can be used in a lesson where very difficult topics need to be explained or when written exercises are done and students are tired;

"A chain story" method helps students to develop oral speech;

"Acting characters" method can be used in all types of lessons. In order to teach the profession, people in professions such as "Interpreter", "Translator", "Writer", "Poet" can participate in the class and talk with students;

"Thinkers meeting" poets and writers such as U. Shakespeare, A.Navoi, R.Burns can be "invited". At such a time, using the wise words they said in the lesson will help young people to be educated as perfect people;

The "When pictures speak" method is very convenient and helps in teaching English and in developing oral speech of students, for this purpose it is necessary to use pictures related to the topic;

Quiz cards are distributed according to the number of students and allow all students to participate in the lesson at the same time, which saves time [4].

CONCLUSION

As we have seen, each innovative technology has its own advantages. In all such methods, cooperation between the teacher and the student, the active action of the student in the educational process is envisaged [5].

In short, as a result of using innovative methods in English language classes, students' logical thinking skills develop, their speech becomes fluent, and the ability to give quick and correct answers is formed. Such methods make students eager for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process. As the educational system sets itself the task of educating a free-thinking, well-rounded, mature person, possible in the future, we future teachers will contribute by developing ways to effectively use innovative technologies.

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РОЛЬ ЧТЕНИЕ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация: Мақолада бадий адабиётни ўқишнинг чет тилини ўргатишдаги аҳамияти ҳақида сўз боради. Муаллифларнинг таъкидлашича, бадий адабиёт тилнинг миллий ва маданий хусусиятлари билан танишишга ёрдам беради; ўқувчиларда бошқа жамиятнинг замонавий ҳаётининг турли соҳалари, унинг тарихи ва маданияти ҳақида тушунчаларини шакллантиришга ёрдам беради.

Калит сўзлар: когнитив қобилиятлар, ўқитиш усуллари, мотивация, асосий кўникмалар, адабий жанрлар.

Аннотация: В статье рассматривается важность чтения художественной литературы в обучении иностранному языку. Авторы подчеркивают, что именно художественное произведение способствует знакомству с национально-культурной спецификой Языкового поведения; помогает формировать представление учащихся о различных сферах современной жизни другого общества, его истории и культуре.

Ключевые слова: познавательные способности, методы обучения, мотивация, базовые навыки, литературные жанры

Abstract. The article discusses the importance of reading fiction literature in teaching a foreign language. The authors emphasize it is the work of fiction that contributes to acquaintance with the national and cultural specifics of Language behavior; helps to form students' understanding of the various spheres of modern life of another society, its history and culture.

Keywords: cognitive abilities, methods of teaching, motivation, basic skills, literary genres

Изучение иностранных языков в современном обществе становится

неотделимой составляющей профессиональной подготовки специалистов самого разного профиля и от качества их языковой подготовки во многом зависит успешное решение вопросов профессионального роста и расширение контактов с зарубежными партнерами.

Чтение оригинальной художественной литературы на изучаемом языке способствует формированию устной речи, обогащает словарный запас, знакомит с культурой и литературой страны изучаемого языка, развивает аналитическое мышление, поэтому нужно использовать английскую литературу на уроках английского языка. Эти уроки бесспорно ценны: во-первых, потому, что учащийся соприкасается с современным живым языком, а не условно-учебным; во-вторых, есть возможность высказать свое мнение и дать оценку произведению, героям и ситуациям и т.д. Но, чтобы чтение было интересным и в то же время развивающим речевые навыки, необходимо проводить работу над текстом, как перед чтением отрывка, так и после, чтобы помочь учащимся понять текст и активизировать новые языковые явления.

В последние годы роль художественной литературы в учебных программах в качестве основного компонента и источника аутентичных текстов на английском языке снова привлекает внимание. Использование художественной литературы в процессе обучения иностранному языку переживает возрождение по целому ряду причин. Часть традиционных подходов преподавания иностранного языка с использованием литературных материалов, где процесс обучения сосредотачивался на функциональном использовании изучаемого языка, стала менее популярной. Тем не менее, в различных методиках обучения иностранному языку роль художественных текстов сейчас переоценивается, и многие преподаватели начали рассматривать литературные тексты как

обеспечивающие широкий спектр лингвострановедческой информации, как эффективный стимул для развития у студентов умений излагать свои мысли на других языках, а также, как потенциальный источник мотивации обучаемого.

Выбор литературного материала сегодня уже не ограничивается каноническими текстами из литературных источников таких стран как Великобритания и США, но включает в себя работу писателей из разных стран и культур с использованием различных форм английского языка.

Общеизвестно, что содержание обучения иностранным языкам должно быть нацелено на приобщение обучающихся не только к новому способу речевого общения, но и к культуре народа, говорящего на изучаемом языке, к национально-культурной специфике речевого поведения в стране изучаемого языка. Языку через культуру народов, населяющих страну изучаемого языка (а точнее, через диалог своей национальной культуры и культуры. Оно помогает сформировывать у студентов представление о различных сферах современной жизни другого общества, его истории и культуры. Приобщение изучающих иностранный язык к литературе другого народа, несомненно, помогает развить понимание других культур, знакомит с их особенностями и различиями, воспитывает толерантное отношение к представителям других сообществ.

Главной целью обучения иностранному языку является формирование коммуникативной компетенции как способности и готовности осуществлять иноязычное общение. Достижение этой цели, т. е. осуществление коммуникативной деятельности, возможно при овладении определенным содержанием обучения, одним из компонентов которого являются умения и навыки.

Литературные тексты являются богатым источником лингвистической информации для составления практических заданий, и могут помочь студентам развивать все основные навыки – говорение, аудирование, чтение и письмо, как идеальное дополнение, иллюстрирующее использование грамматических структур и использование новой лексики. Современные студенты встречаются с литературой, различающейся как по времени и периодам описываемого, так и по стилям и жанрам, знакомятся с

разными аспектами человеческого опыта (например, философскими, этическими, эстетическими). Среди этих текстов – художественные и научно-популярные, классические и современные произведения. Художественный язык литературных произведений способствует возникновению эмоций у читателей, и пробуждает познавательные способности студентов, погружая их в содержание текста.

Раздел **READING** (чтение) в большинстве зарубежных и отечественных УМК (учебно-методических комплексов) предлагает широкий спектр текстов, представляющих всеобщий интерес; способствующих приобретению новой информации и пониманию потребностей общества; пониманию культуры своей страны и стран изучаемого языка.

При самостоятельном выборе литературных текстов учитель английского языка должен учитывать потребности, мотивацию, интересы, культурный фон и языковой уровень учащихся. Тем не менее, один из основных факторов, который следует учитывать, заключается в том, может ли предлагаемая работа пробудить интерес учащихся и вызвать сильные, позитивные реакции. Интересным будет тот текст, который содержит новую проблемную информацию, открывает «окно» в мир иной культуры, затрагивает его чувства и эмоции и т.д. Содержательные и интересные тексты, скорее всего, положительно повлияют на развитие умений анализировать лингвистические и экстралингвистические особенности. Также большое значение имеет выбор книг, относящихся к реальным переживаниям и эмоциям обучающихся. Говоря о языковой сложности, совершенно очевидно, что, если язык литературного произведения прост, это может облегчить понимание литературного текста, но для подготовленного читателя «сложность» языка не будет препятствием для чтения.

Существует несколько подходов к изучению литературного материала. Произведения классических и современных литераторов могут изучаться в их первоначальном виде, в оригинале, а также в упрощенной, или в сокращенной версии, так называемое упрощённое чтение **Easy Reading**. Для изучающих английский и другие иностранные языки выпускается всё больше и

большие художественных произведений, написанных специально для этой категории читателей.

Типы литературных текстов, которые могут быть использованы как для работы на уроке, так и для внеаудиторного чтения, включают в себя:

короткие рассказы сказки романы, пьесы, тексты песен.

Хотя мир романов, пьес или коротких рассказов воображаемый, он представляет собой полную и красочную обстановку, в которой могут быть описаны персонажи из многих социальных или региональных групп. Тексты могут быть дополнены аудио-текстами, музыкальными компакт-дисками, клипами для фильма, подкастами, что положительно повлияет на чувственное восприятие материала. С чтением литературных текстов неразрывно связана и письменная речь, которая может служить мотивирующим источником. Использование письменного языка даёт обучаемым возможность глубже сосредоточиться на лингвистические и стилистические особенности (грамотность, выразительность и т.д), позволяет развить навыки критического мышления, умения анализировать, самостоятельности, что неизбежно будет содействовать развитию общей академической грамотности.

Таким образом, обучение чтению художественной литературы на английском языке откроет студентам богатый источник аутентичного материала для развития литературной компетентности, для лучшего усвоения и обогащения пассивного словаря; будут развиваться знания о культуре изучаемого языка и, в целом, будет способствовать основной цели обучения.

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EFFECTIVE USE OF COMPUTER PRESENTATION WITH MNEMONIC RECEPTIONS AT ENGLISH CLASSES

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АННОТАЦИЯ

Мақолада тақдимотлардан фойдаланиб ўтиладиган инглиз тили дарсларида

мнемоник усулнинг самараси кўриб чиқилган. Чет тилни ўрганишдаги асосий муаммо –грамматика назарияси эмас, балки мулоқот амалиётидир. Мнемоника усулидан фойдаланиш илмий соҳадан то кундалик мулоқотдаги сўзларни самарали ўрганишда жуда фойдали ҳамда у миёда мавжуд маълумотни янгилаш ва тез ўзлаштирадиган маълумотга айлантиради.

Калит сўзлар: мнемоника, компьютер тақдими, мулоқот амалиёти, ўқитиш

асбоби, билишга қизиқиш.

АННОТАЦИЯ

В статье рассматривается эффект мнемонического приема во время уроков английского языка с использованием презентаций.

Основной проблемой в изучении иностранного языка является практика общения, а не теория грамматики. Использование мнемоники позволяет продуктивного сдвига, своего рода "отвлечения" от науки до уровня повседневных ассоциаций, воображения и фантазии игр. Метод мнемоники выгружает информацию, делая новый материал "удобоваримым".

Ключевые слова: мнемоника, компьютерная презентация, практика коммуникации, инструмент обучения, познавательный интерес

ANNOTATION

The article deals with the phenomenon of mnemonic reception during the English classes using the presentations. The main issue in the learning of foreign language is communication practice, but not theory of grammar. The use of mnemonics enables productive shift, a kind of "distraction" from science to the level of everyday associations, imagination and fantasy games. Mnemonic reception unloads information, making the new material "digestible".

Keywords: mnemonics, computer presentation, communication practice, learning tool.

Til insoniy muloqotning eng muhim vositasidir. Kengayish va mamlakatimiz xalqaro munosabatlari tabiatining sifat jihatidan o'zgarishi, jamiyat hayotining barcha sohalarini ichkilashtirish a.da chet tillarini chindan ham mashhur insoniyatning amaliy va real faoliyati. Ular ijtimoiyning samarali omiliga aylanadi jamiyatning iqtisodiy, ilmiy-texnikaviy va umumiy madaniy taraqqiyoti. Bularning hammasi chet tili fanini ikkinchi darajali fan sifatida sezilarli darajada oshiradi va doktrinaning motivatsiyasi.

Hech kimga sir emaski, chet tillarini o'rganish katta qiziqish uyg'otmaydi ko'pchilik talabalarining qiziqishi. Grammatik qoidalar to'plami, ko'p sonli leksik birliklar, nutqning sezilarli ulushi, ularning ko'pchiligiga berilmaydi umumlashtirish - ularning barchasi mavzuni o'rganishga salbiy ta'sir ko'rsatadi, ba'zan qo'rquvni uyg'otadi, natijada bitiruvchilarning muloqot qobiliyatlari past bo'ladi.

Chet tilini o'rganishni istamaslik muammolari juda ko'p. Bu mumkin bo'lgan

eng keng tarqalgan muammolarni aniqlashni taqozo etadi. Bular quyidagilar:

1.Psixologik og'irlik.

Talabalarning aksariyati chet el tilini o'rganishda to'xtab qolishadi O'zlarini haddan tashqari oshirib yuborish darajasiga olib keladigan til talabalar ko'p qo'shiq tinglash, ingliz tilida filmlar tomosha, shunday qilib, ular murakkab til to'sig'iga ega.

2. Yuqori malakali mutaxassislar - yaxshi amaliyot o'tayotgan o'qituvchilarga ehtiyoj.

Ingliz tili so'zlashuv uslubida. yana bir qancha muammolar bor, bunday odamlar yo'q

etarli hozirgacha ular bu yerda bo'lsa, keyin ular boshqa talabalar uchun "etib emas", uchun masalan, imtiyozlarda.

3. Grammatikani o'rganishga katta vaqt ajratish.

Ingliz tilini o'rgatish jarayonida ko'plab o'qituvchilar talabalarni boshqacha organishga majburlashga harakat qilishadi noaniq atamalar qo'llaniladigan mashg'ulotning eng boshida qoidalar. Natijada, talabalar orqasidan miya to'sig'i bor, albatta, qiziq emas va, albatta, amaliy jihatdan foydali grammatika.

4.Ingliz tilini o'rganishdagi yana bir to'siq - o'z ona tilimizda fikr yuritishimiz til va keyin biz so'zlarni chet tiliga tarjima qilamiz, shundan keyin biz taqqoslaymiz

grammatika qoidalari bilan va oxirida biz taklifni aytamiz. Va bu juda zerikarli

odamlar uchun. Bu to'g'ridan-to'g'ri ingliz tilida fikrlash va gapirish usulini talab qiladi.

5. An'anaviy usullarning keng tarqalgan xatolari - matnlarni tarjima qilish, o'rganish yangi "yalang'och" so'zlar va boshqalar.

Sanab o'tilgan muammolardan xulosa qilishimiz mumkinki, o'rganishdagi asosiy masala chet tilida bu muloqot amaliyotidir, lekin grammatika nazariyasi emas. Foydalanish Mnemonika ilm-fandan ilm-fanga o'ziga xos "chalg'itish" ga samarali siljish imkonini beradi kundalik uyushmalar, tasavvur va fantaziya o'yinlari darajasi

Mnemonik qabul qilish ma'lumotni tushiradi, yangi materialni "hazm bo'ladigan" qiladi. Bunga erishish mumkin asosiy mazmunini buzmasdan o'yin elementini kiritish orqali dars, shuningdek, mnemonik texnikaga kiritilgan hissiy boylik bilan,

talabalar qiziqishining bevosita tarkibiy qismlari hisoblanadi.

Boshqa vizual vositalarga nisbatan kompyuter slaydlarining afzalliklari quyidagilardan iborat o'qituvchilar va talabalar faoliyatini optimallashtirish imkoniyati; bu esa dars vaqtidan oqilona foydalanishga olib keladi. O'qituvchi vaqtni yo'qotmasdan qila oladi kerakli ma'lumotlarga ega slaydni qayta-qayta ko'rsatish, bunga hojat yo'q doskani oldindan ro'yxatdan o'tkazish kifoya xolos.

Umuman olganda, kompyuter slaydlari o'qituvchilar uchun noyob o'quv vositasidir

talabalarning kognitiv faoliyatini boshqarish va rag'batlantirish uchun katta imkoniyatlar darsning samaradorligini oshiradi va kompyuter slaydlari va ulardan darslarda foydalanish samaralidir. Umuman olganda, kompyuter slaydlarining qiymati, unda har qanday qoida, teorema, qonunlar va boshqalar matni faqat chalg'ituvchi ma'lumotlardan iboratligi.

6. Noto'g'ri dizayn va uslub. Ko'pincha quyuq fon, kichik harflar ishlatiladi, ma'lumotni hazm qilishga xalaqit beradigan juda ko'p turli xil animatsiya effektlari, chalg'ituvchi saundtrek, kichik kontrastli tasvirlar va boshqalar shular jumlasidandir.

7. Ko'rsatish xatolari. Slaydlar va animatsiya effektlarining juda tez o'zgarishi

(taqdimotni avtomatik sozlashda), buxgalteriya hisobining yo'qligi vizual axborotni idrok etish tezligi va qonuniyatlari. O'qituvchi qaytib kelmaydi tushunish uchun muhim bo'lgan ularni namoyish qilish paytida oldingi slaydlar talabalar tomonidan qayta ko'rish imkonini beradi.

Mnemonik qabullar va kognitiv qiziqishning eng muxim jihatlari, mnemonikaning ichki zaxiralari noyob, boy va rang-barang ekanligidadir. Mnemonik qabul qilish talabalarni befarq qoldirmasligida, va ularni qiziqitira olishida.

Mnemonika - yodlashni osonlashtiradigan texnika va usullar to'plami sun'iy assotsiatsiyalar hosil qilish orqali xotira hajmini oshirishdir. Talabaning xotirasi

ko'p talabalar "oddiy yodlash" uchun mos emas, ular xorijiy so'z yoki ko'p bosqichli qoidalarni mazmunli eslab qolish imkoniga ega bo'lishlarini ta'minlaydi.

Birinchi bosqichda o'qituvchi yangi so'zlarni/grammatik tuzilmalarni ko'rsatadi.

Ikkinchi bosqichda o'qituvchi yangi so'zlar uchun "qo'llab-quvvatlovchi tasvirlarni" ko'rsatadi. Slaydlar "Qo'llab-quvvatlovchi tasvirlarni" yaratish jarayonida quyidagilarga amal qilish kerak : tasvirlar katta, katta hajmli, rangli va batafsil bo'lishi kerak.

Uchinchi bosqichda yaratilgan animatsion film detektivi aniq ko'rsatiladi qo'llab-quvvatlash tasvirlar yangi so'zlarni ulash, dasturiy ta'minot xususiyatlari yordamida hikoyalar eshitish. Shu bilan birga, bu tasvirlar esda qolishiga ishonch hosil qilish kerak .

O'rganilgan materialni talabalar ongida mustahkamlash uchun. Ushbu materialning leksikasi va ularning tasavvuridan foydalangan holda o'z dialogini tashkil qilish lozim. Ular yangi o'rganilgan so'zlarni va so'z birikmalarini, ba'zilari bilan birlashtirish, hodisalar va voqeliklarni tartiga solish orqali avval o'rganilgan manbani mustahkamlaydi.

Bu yerda kompyuter slaydlari ko'rgazmali qurollardan foydalanish muammosini hal qiladi. Ijodiy yondashuv va o'qituvchidan yaxshi kompyuter savodxonligi: slaydlarning har biri mantiqiy ravishda dars tuzilishiga mos kelishi, kerakli tarqatish va didaktik materialni tanlashni talab qiladi.

Shuni ta'kidlash kerakki, slaydlarni o'zgartirish tezligini tanlash kerak, idrok uchun optimal, animatsiya effektlari. uchun zarur bo'lgan optimal vaqt bo'yicha berilgan majoziy, tovushli va og'zaki ma'lumotlarni talabalar tomonidan idrok etish imkonini kengaytiradi. Har bir slayd, shuningdek, darsning asosiy tushunchalarini o'zlashtirish uchun zarur bo'lgan vaqt, ma'lumotni idrok etish xususiyatlarini amaliy ko'rib chiqish orqali aniqlanadi. Xorijiy fan darslarida kompyuter slaydlarida mnemotexnika usullaridan foydalanish til o'rganuvchilarning motivatsiyasini oshiradi

1. Talabalarni mustaqil faoliyatga jalb qilishga o'rgatish.

2. Intellektual harakatlarning dinamik tizimiga o'tish,

3. Kattalashtirish; ko'paytirish va talabalarining chet tilidagi ma'lumotlarni eslab qolish xotirasini yaxshilash. Shunday qilib, mnemotexnika usullari samarali degan xulosaga kelish mumkin

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4-SHO'BA

Nofilologik ta'lim yo'nalishlarida xorijiy tillarni o'qitishni hamda zamonaviy axborot texnologiyalaridan foydalanishning ahamiyati

UDK 11 74

THE APPLICATION OF MODERN PEDAGOGICAL TECHNOLOGIES AND ENSURING THE QUALITY OF EDUCATION IN HIGHER AND SECONDARY SPECIAL EDUCATION INSTITUTIONS

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Abstract: *This article discusses several methods of effectively improving the quality of education in higher and secondary educational institutions, as well as the issues of using some modern pedagogical technologies to further improve the quality of education.*

Keywords: *Quality of education, pedagogy, learning and teaching of pedagogical technologies, higher and secondary education, modern pedagogical technologies, project, interest, process and activity, interactive methods.*

Аннотация: *В данной статье рассматриваются несколько методов эффективного повышения качества образования в высших и средних учебных заведениях, а также вопросы использования некоторых современных педагогических технологий для дальнейшего повышения качества образования.*

Ключевые слова: *Качество образования, педагогика, обучение и преподавание педагогических технологий, высшее и среднее образование, современные педагогические технологии, проект, интерес, процесс и деятельность, интерактивные методы.*

Annotatsiya: *Ushbu maqolada oliy va o'rta ta'lim muassasalaridagi ta'lim sifati samarali takomillashtirishning bir qancha usullari,*

shuningdek, ba'zi zamonaviy pedagogik texnologiyalarini qo'llashni ta'lim sifatini yanada yaxshilashdagi masalalar muhokama qilinadi.

Kalit so'zlar: *Ta'lim sifati, pedagogik, pedagogik texnologiyalarini o'rganish va o'qitish, oliy va o'rta ta'lim, zamonaviy pedagogik texnologiyalari, loyiha, qiziqish, jarayon va faoliyat, interfaol usullar.*

INTRODUCTION

In recent years, modern pedagogical technologies have been increasingly applied in higher and secondary special educational institutions as a means of improving the quality of education. These technologies are designed to enhance the learning process by providing students with access to a wider range of educational resources, as well as enabling teachers to deliver more engaging and interactive lessons. In this article , we will explore the different types of modern pedagogical technologies that are being used in educational institutions and their impact on the quality of education.

LITERATURE ANALYSIS AND METHODS

In the process of research, Internet resources were used as well-known methods to further improve the quality of education in higher and secondary special education. In the process of writing the article, the principles of theoretical deductive conclusion, analysis, study, research and synthesis, logic were widely used.

DISCUSSION AND RESULTS

Learning Management Systems (LMS) are web-based platforms that allow teachers to create and manage online courses. LMSs enable instructors to create and share course content, as well as track student progress and performance. With LMSs, students can access materials and assignments from anywhere with an internet connection, making it easier for them to stay up-to-date with their coursework.

Virtual and Augmented Reality technologies are becoming increasingly popular in education. They allow students to experience simulated environments that would otherwise be difficult or impossible to access. For example, medical students can use virtual reality to practice surgical procedures, while history students can visit historical sites through augmented reality. These technologies can make learning more

engaging and interactive, as well as provide students with a more immersive educational experience.

Gamification is the use of game design elements in non-game contexts, such as education. By incorporating game-like elements, such as challenges, rewards, and competition, into the learning process, students can be motivated to learn and engage more deeply with the material. Gamification is particularly effective in teaching subjects that are traditionally seen as dry or difficult, such as math or science.

Flipped Classroom is a teaching model that involves reversing the traditional classroom setup. Instead of lecturing in class and giving homework assignments to complete at home, teachers provide students with lecture materials to review outside of class and use class time for discussion and interactive activities. Flipped classrooms can be effective in promoting student engagement and improving learning outcomes.

Online learning platforms such as Coursera, edX, and Udacity have become increasingly popular in recent years. These platforms offer a range of courses that are designed to be accessible to anyone with an internet connection. They provide a flexible learning experience that can be tailored to the needs of individual students.

Artificial intelligence (AI) has the potential to transform the way that education is delivered. AI can be used to personalize learning experiences, provide real-time feedback, and identify areas where students need more support. For example, AI-powered chatbots can be used to provide students with 24/7 support, while machine learning algorithms can be used to identify patterns in student performance and provide tailored recommendations.

Assistive technologies are tools that are designed to help students with disabilities participate in educational activities. These technologies can include text-to-speech tools, speech-to-text tools, and screen readers. Assistive technologies can help students with disabilities to access educational content and participate in classroom discussions.

E-learning is an online learning platform that can be used to provide students with access to educational content. E-learning can provide a flexible learning experience that can be tailored to the needs of individual students. For example, students with disabilities can access educational content at their own pace and in their own time.

Interactive whiteboards can be used to create interactive and engaging learning environments. These whiteboards can be used to display educational materials, videos, and other multimedia resources. Interactive whiteboards can also be used to facilitate classroom discussions and group activities.

Personalized learning is an approach to education that is designed to meet the individual needs of each student. Personalized learning can be achieved through the use of technology. For example, learning management systems can be used to track student progress and provide tailored recommendations. Personalized learning can help students with disabilities to access educational content that is tailored to their individual needs.

Modern pedagogical technologies can enhance the learning experience by providing a more engaging and interactive learning environment. These technologies can help students to develop critical thinking skills, problem-solving skills, and creativity.

Higher educational institutions are institutions that provide tertiary education, such as universities, colleges, and vocational schools. The quality of education in higher educational institutions is of paramount importance as these institutions prepare students for their future careers. The following are some of the ways in which the quality of education is applied in higher educational institutions.

A well-developed curriculum is essential in ensuring quality education in higher educational institutions. The curriculum should be designed in such a way that it meets the needs of the industry and prepares students for their future careers. The curriculum should be regularly reviewed and updated to ensure that it is relevant and up-to-date.

The quality of education in higher educational institutions is directly related to the quality of faculty. Therefore, faculty development programs should be implemented to ensure that the faculty members are up-to-date with the latest trends and developments in their respective fields. The faculty members should be encouraged to attend conferences, workshops, and seminars to enhance their knowledge and skills.

Research is an essential aspect of higher education. The quality of education in higher educational institutions can be improved by emphasizing research. The faculty members should be encouraged to

engage in research activities, and the institution should provide them with the necessary resources and facilities to conduct their research. [8]

The infrastructure of higher educational institutions plays a vital role in the quality of education. The institution should provide modern infrastructure and facilities to enhance the learning experience of the students. The infrastructure should include modern classrooms, laboratories, libraries, and other facilities.

Assessment is an integral part of the education system. The quality of education in higher educational institutions can be improved by implementing regular assessments of students' performance. The assessment should be designed in such a way that it measures the students' knowledge and skills accurately. [13]

Secondary special educational institutions are institutions that provide education to students with special needs. These institutions include schools for the visually impaired, schools for the hearing impaired, and schools for students with learning disabilities. The quality of education in secondary special educational institutions is crucial as these institutions play a significant role in the development of students with special needs. The following are some of the ways in which the quality of education is applied in secondary special educational institutions. [16]

Individualized Education Plans (IEPs) are crucial in ensuring quality education in secondary special educational institutions. IEPs are customized plans that are designed to meet the unique needs of each student. The IEPs should be regularly reviewed and updated to ensure that they are meeting the students' needs.

The faculty members in secondary special educational institutions should be trained to cater to the needs of students with special needs. The faculty members should be trained in techniques and strategies that help students with special needs learn effectively. [18]

CONCLUSIONS AND SUGGESTIONS

In conclusion, By implementing these and other modern pedagogical technologies, higher and secondary special educational institutions can improve the quality of the education they provide, better prepare students for the tasks ahead of them using modern pedagogical information resources. At the same time, we will be able to prepare all-around mature and qualified specialists in the future.

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ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ НЕЯЗЫКОВЫХ ВУЗОВ ТАДЖИКИСТАНА

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Аннотация: В статье рассматривается проблема применения информационных и образовательных технологий на занятиях по иностранному языку в неязыковом вузе. Показана роль Интернет-ресурсов, средств мультимедиа, цифровых образовательных ресурсов и игровых технологий в продуктивности учебного процесса, в реализации цели и задач обучения иностранному языку студентов.

Ключевые слова: информационные технологии; образовательные технологии; Интернет-ресурсы; средства мультимедиа; цифровые образовательные ресурсы; игровые технологии, коммуникационные центры, электронные ресурсы

Annotation: The article deals with the problem of using information and educational technologies in foreign language classes at a non-linguistic university. The role of Internet resources, multimedia tools, digital educational resources and gaming technologies in the productivity

of the educational process, in the implementation of the goals and objectives of teaching a foreign language to students is shown.

Key words: information technologies; educational technologies; Internet resources; multimedia tools; digital educational resources; gaming technologies, communication centers, electronic resources.

Республика Таджикистан, став независимым, суверенным государством, свои первые шаги направила на установление демократического, правового и светского государства, что влекла за собой осуществление изменений в политической, экономической, духовной жизни общества. Приобретение статуса полноправного члена мирового сообщества, расширение международных связей, крепнущее экономическое сотрудничество и деловое партнерство со многими странами, углубляющиеся процессы глобализации во всех сферах материальной и духовной жизни общества, происходящие интеграционные и миграционные процессы настоятельно требуют создания условий, способствующих этим переменам. Происходящее в настоящее время изменение парадигмы образования существенно и неизбежно корректирует образовательную практику. Не претендуя на детальный анализ ситуации, выделим две основные тенденции развития. Во-первых, стремительно нарастает личностно-развивающий аспект образования. Это означает, что статус студентов как субъекта образовательного процесса повышается до равноправного участника в зависимости от его мотивации и достигнутых результатов. При этом статус преподавателя русского языка меняется кардинально. Он перестает быть эксклюзивным источником информации и верховным арбитром. Теперь его функции связаны с организацией и поддержкой самостоятельной когнитивной деятельности студентов, своего общения с ними и каждым из них, а также коллективной учебной работы студентов.

Во-вторых, изменение ролевой функции преподавателя русского языка влечет за собой расширение списка необходимых ему ключевых компетенций. В частности, требуются понимание закономерностей когнитивной психологии, владение навыками педагогического проектирования и достаточное компьютерное мастерство. Она связано со второй тенденцией активным

внедрением информационно-коммуникационных технологий и инновационных методов в образовательную среду.

Одной из важнейших задач совершенствования процесса преподавания иностранных языков в неязыковом вузе Таджикистана является усиление акцента на профессиональную подготовку будущих специалистов, которые будут конкурентоспособно решать профессионально ориентированные задачи, предопределяющие возможностью повышения эффективности изучения иностранных языков с целью развития профессиональной компетенции на основе применения информационно-коммуникационных технологий.

Сегодня в условиях глобализации общества, применение информационно-коммуникационных технологий в образовательном процессе рассматривается как процесс компьютерной организации образовательной среды, коммуникации, направленный на более эффективное решение задач развития профессиональной компетентности студентов.

Использование инновационных технологий в учебном процессе определяет качество современного образования. Внедрение передового педагогического опыта в учебный процесс направлено на передачу знаний, умение и навыков, позволяющих сформировать личность, способную на научно-техническую, инновационную и творческую деятельность.

Важную роль на этом этапе играют информационно-коммуникационные технологии позволяющие интегрировать профессиональную подготовку будущего конкурентоспособного специалиста и значительно повысить эффективность профессионально-образовательного процесса.

Информационно-коммуникационные технологии способствуют развитию коммуникативной компетентности обучаемых путем общения через локальные сети и Интернет, учитывают субъективный опыт обучаемых и обеспечивают вариативность через предоставление возможности выбора наиболее эффективного механизма реализации педагогических задач.

Информационно-коммуникационная технология формируют знаниями, умениями и навыками применять их на практике, развивают личную ответственность за счет самостоятельности в интерпретации получаемой ими информации в зависимости от

личностного и профессионального опыта, повышают мобильность и адаптивность обучаемых в быстро меняющихся условиях, позволяют им стать высококвалифицированными специалистами.

Интеграционные процессы поставили перед системой высшего образования Республики Таджикистан проблему совершенствования профессиональной подготовки учителей иностранных языков, в частности учителей английского языка как наиболее распространенного и функционально значимого мирового языка, на базе которого реализуются информационные процессы и новейшие информационные технологии. Для успешного взаимодействия в сфере культуры и экономики, науки и образования, необходимо в первую очередь повысить эффективность иноязычного образования в средней школе как основном и самом массовом звене образовательной системы. Необходимо, чтобы выпускник средней школы обладал коммуникативными качествами, реализуемыми не только на родном (таджикском) языке, но и на иностранных языках.

В современных условиях специальность «учитель иностранного языка» становится все больше востребованной в обществе. Новый статус учителя иностранного языка ставит задачу существенной модификации профессиональной подготовки педагогических кадров, обновления содержания и технологии лингвистического образования, повышения качества высшего образования.

Модернизация системы высшего профессионального образования Таджикистана создает условия для подготовки высококвалифицированных специалистов к профессиональной деятельности в бурно развивающемся информационно-технологическом обществе, где определяющими факторами становится уровень образованности личности, ее интеллектуальный и творческий потенциал, позволяющий использовать и развивать новые методы в науке и производстве. Основную роль в его реализации играет активная информатизация образования.

В условиях модернизации образования внедрение инновационных, информационно - коммуникационных технологий в учебном процессе сопровождается совершенствованием содержания

и методов обучения иностранным языкам применительно к потребностям современной жизни.

Таковыми инновационными технологиями до недавнего времени считались информационные технологии, позволяющие использовать мультимедиа и цифровые образовательные ресурсы, а также игровые технологии (деловые и ролевые игры), дающие студентам возможность научиться осуществлять общение по телефону, скайпу, онлайн. Приоритетной тенденцией развития современной высшей школы стала гуманистическая направленность обучения, при которой ведущая роль отводится личностному подходу, учету индивидуальных потребностей и интересов обучающегося.

Сегодня высшие учебные заведения Таджикистана оснащены современными информационно-коммуникационными технологиями, например в Таджикском национальном университете, Российско-Таджикском Славянском университете, Технологическом университете Таджикистана, Международном университете иностранных языков имени С.Улугзаде, Таджикском государственном университете коммерции, Таджикском техническом университете имени М.Осими, Таджикском государственном педагогическом университете имени С.Айни функционирует Центры информационных технологий и инновационной политики. Эти центры являются производственным, научным, учебным подразделением и предназначены для разработки и реализации проектов компьютеризации университетов, внедрения современных информационно-коммуникационных технологий в учебный процесс и деятельности основных структурных подразделений университетов. Центры осуществляют работы по созданию корпоративной компьютерной сети в университетах, по внедрению автоматизированных систем управления учебной и учебно-методической работой, осуществляют мониторинг за деятельностью факультетов, кафедр в касающейся технической части, качества организации и управления учебного процесса, создает базу учебных, научных компьютерных программ. Центры осуществляют техническое и программное обеспечение работы в сети Интернет, библиотеки, планово-экономического отдела, отдела кадров, бухгалтерии, учебной и научной части,

факультетов и кафедр, специализированных компьютерных классов, других подразделений вузов республики.

В настоящее время коммуникационные центры университетов страны соединяют все здания университетов, и предоставляет выход в Интернет из различных подразделений. В этих университетах имеются электронный читальный зал с доступом в Интернет, учебные компьютерные классы, электронные доски и залы для проведения видеоконференций. Центры проводят определенную работу, направленную на повышение компьютерной грамотности преподавателей и студентов университетов.

Основной целью обучения иностранным языкам в неязыковом вузе считается формирование и развитие коммуникативной компетенции студентов, что должно привести к практическому овладению иностранным языком. Следовательно, задача преподавателя состоит в том, чтобы активизировать познавательную деятельность каждого студента и на этой основе привить и закрепить навыки пользования иностранным языком в профессиональной среде и в повседневной жизни.

Выпускники неязыковых вузов должны свободно ориентироваться в иноязычной среде, в частности быть в состоянии оценивать и сопоставлять различные точки зрения и адекватно реагировать на них в различных ситуациях. Рассмотрим некоторые средства, которыми ныне располагает преподаватели иностранного языка неязыковых факультетов для решения перечисленных выше задач. Возможности применения Интернет-ресурсов как средства, повышающего эффективность обучения иностранному языку, практически неограниченны. Глобальная сеть Интернет позволяет получить любую необходимую студентам и преподавателям информацию: лексико-грамматический и страноведческий материал, статьи из газет и журналов, блоги современных интересных личностей [1.С. 5].

Используя материалы Интернета на занятиях по английскому языку, можно пополнять словарный запас студентов, развивать умения чтения, аудирования и говорения, совершенствовать умения письменной речи; создавать устойчивую мотивацию изучения иностранного языка.

В соответствии с заявленными выше целями и задачами обучения студентов иностранному языку в вузе рассмотрим возможные пути их реализации. Как известно, изучение иностранного языка – это трудоемкий процесс, который занимает много времени. Поэтому на первый план выдвигается проблема интенсификации обучения, связанная с разработкой новых средств, методов и технологий, позволяющих качественно улучшить процесс обучения, то есть увеличить скорость восприятия больших потоков информации [1.С.6].

Эта проблема решается, в частности, за счет применения в учебном процессе современных средств мультимедиа, что становится возможным благодаря современным информационным технологиям.

Сегодня в Международном университете иностранных языков Таджикистана имени Сотима Улугзаде использования информационно – коммуникативных технологий в образовательном процессе решают следующие задачи:

- распространение электронных версий учебных и учебно-методических пособий;
- распространение дополнительного материала, используемого на занятиях или при подготовке домашнего задания;
- выполнение тестовых и проверочных работ;
- выполнение заданий на запоминание и отработку различных языковых навыков;
- выполнение заданий на запоминание, отработку и проверку изучаемой лексики.

Использование информационно – коммуникативных технологий помогает увеличить время коммуникации в образовательном пространстве. Из опыта работы со студентами в образовательной среде мы можем сделать следующие выводы:

- 1.Электронное обучение значительно увеличивает эффективность и качество преподавания иностранного языка.
- 2.Возрастает интерес студентов неязыковых факультетов к иностранному языку, в том числе и к его самостоятельному изучению. Студенты с удовольствием выполняют предлагаемые задания.

3.Повышается результативность выполняемых заданий, следовательно, и качество усвоения материала. Средний процент успеваемости протестированных студентов - 80%, что значительно выше процента успеваемости, который мы получаем при проведении обычного теста.

4.Результаты компьютерного тестирования довольно точны, поэтому преподаватель имеет возможность получить наиболее полную информацию об успехах своих студентов.

5.Дистанционное обучение позволяет преподавателю скорректировать и спланировать дальнейший учебный процесс, используя индивидуальный подход к каждому студенту, учитывая конкретно его достижения, таким образом, совершенствуя процесс обучения.

6.Основной компетенцией, которую должны приобрести студенты в процессе обучения иностранному языку в неязыковом вузе, является способность использовать иностранный язык в профессиональной сфере. Такая компетенция, прежде всего, предполагает владение обширной общей лексикой, а также приобретение и расширение профессионально ориентированной лексики.

Кроме того, эта компетенция обязывает студентов обратить особое внимание на специфические практико-ориентированные языковые навыки, связанные с производственной и научно-исследовательской деятельностью. Именно эти особенности обучения профессионально ориентированному иностранному языку в вузе и учитываются преподавателями при составлении электронных курсов для студентов неязыковых факультетов.

- расширение активного и пассивного словарного запаса общенаучного и общетехнического характера;
- расширение и овладение активным и пассивным словарным запасом профильного профессионального характера;
- совершенствование отдельных функциональных языковых навыков, связанных с производственной и научно-исследовательской деятельностью;
- совершенствование грамматических языковых навыков.

Исходя из вышеперечисленных целей, можно определить следующие задачи электронных курсов:

- предоставить возможность студентам самостоятельно работать

над запоминанием изучаемой лексики;

- предоставить возможность студентам самим проверять и оценивать результаты работы над изучаемой лексикой;
- предоставить возможность студентам, пропустившим занятие, индивидуально изучить пройденный материал и выполнить прилагаемые к нему задания;
- предоставить возможность студентам в течение всего учебного года возвращаться к пройденным темам по мере возникновения необходимости;
- предоставить возможность студентам индивидуально, во внеурочное время обращаться к преподавателю за разъяснением интересующих их вопросов;
- предоставить возможность студентам, которые в силу уважительных причин вынуждены пропускать занятия, осваивать изучаемый материал самостоятельно, с последующей проверкой полученных знаний и комментарием от преподавателя.

Наш опыт работы со студентами позволяет утверждать, что в большинстве случаев они имеют достаточно высокий уровень мотивации, опыт самостоятельной работы, в том числе и исследовательского характера, и, конечно, опыт использования информационных ресурсов в обучающих целях. Знания, навыки и умения студентов позволяют успешно привлекать их к использованию электронных ресурсов при изучении иностранного языка.

Электронные курсы для студентов имеют модульную структуру, соотносящуюся с учебной программой по дисциплине и основанную на учебно-методическом комплексе, разработанном для данной категории студентов, являются глоссарий, задание, тест, форум, видеофайл, гиперссылка, книга, страница, файл.

Смешанное обучение - комбинирование традиционных практических занятий и самостоятельной работы в электронной среде - значительно упрощает работу со студентами, которые пропускают занятия, или теми, кто в силу ряда причин не успевает или недопонимает изучаемый материал. Им предоставляется возможность освоить программу, не прибегая к дополнительным часам со стороны преподавателя на проведение консультаций или разъяснительных работ. Кроме того, электронный курс помогает

освоить программу студентам с индивидуальными особенностями развития. При этом студенты приобретают дополнительные навыки работы с информацией, что также повышает мотивацию к обучению. Очень важным является умение планировать и организовывать свою учебную стратегию, развивать навыки автономного обучения. При этом меняется роль преподавателя, который из традиционного наставника превращается в организатора, координатора, модератора учебного процесса.[9]

Электронные курсы прочно укоренились в высшем образовании нашей страны. Она содержит огромное количество информации для реализации самых невероятных идей преподавателя вуза. Это направление в методике преподавания иностранного языка будет актуальным и востребованным на протяжении долгого времени.

В практике обучения информационными технологиями называют все технологии, использующие специальные технические информационные средства (компьютер, аудио, кино, видео). [8]

Исследования учёных Таджикистана С.Н.Алиева, С.С.Авгонова, О.В.Джураевой, Г.Р. Рахмонова, М.Т. Менлашева, Х. Г. Сайфуллаева, показывают, что в настоящий момент компьютер является приоритетным информационным средством, который позволяет осуществлять новые качественные изменения в системе образования, включая и обучение иностранным языкам. Компьютерная коммуникация как интегрирующее средство, обеспечивающее реализацию учебно-воспитательного процесса, создает условия, позволяющие употреблять новейшие информационные технологии в процессе обучения, научиться квалифицированно, воспользоваться новыми техническими средствами и программными продуктами, приобрести навыки современных способов обработки информации.

Следует выделить несколько преимуществ использования компьютерных технологий в обучении английскому языку:

- создание благоприятного психологического климата, повышение мотивации изучения английского языка;

- методические достоинства компьютерного обучения: большая степень интерактивности обучения, чем при работе в аудитории; возможность самостоятельно выбирать темп и уровень

выполняемых заданий соответствует принципам индивидуального обучения. [1]

- технические преимущества обучения английскому языку при помощи компьютера даёт возможность осуществлять технический перевод; использовать программы проверки грамматики и орфографии; использование мультимедиа, интерактивного видео при обучении устной речи. [2]

Графические возможности компьютера выделяют этот метод обучения на фоне традиционных и позволяют реализовать принцип наглядности обучения. Образовательное значение компьютерных сетей, как локальных, соединяющих несколько машин в одном учебном заведении, так и глобальных, объединяющих миллионы пользователей по всему миру, практически неопределимо для повышения профессионального уровня преподавателей. [3]

В мультимедийных обучающих программах по английскому языку используются различные методические приёмы, позволяющие проводить ознакомление, тренировку и контроль. [4]

Помимо использования мультимедийных обучающих программ, компьютер является незаменимым помощником для подготовки и проведения тестирования, мониторинга учебного процесса, собственного информационного наполнения инструментальных сред для разработки компьютерных занятий, подготовки дидактических материалов, использования ресурсов и услуг Интернета для аудиторной и самостоятельной работы, а также проектной деятельности студентов. [5]

В заключении необходимо подчеркнуть, что внедрение в учебный процесс использование мультимедийных программ вовсе не исключает традиционные методы обучения, а гармонично сочетается с ними на всех этапах обучения: ознакомление, тренировка, применение, контроль. Но использование компьютера позволяет не только многократно повысить эффективность качества обучения, но и стимулировать студентов неязыковых факультетов к дальнейшему самостоятельному изучению английского языка. [6]

Новые информационные технологии представляют собой огромный резерв для повышения педагогического мастерства преподавателей иностранных языков, постоянно придумываются методы, творят учебные пособия, испытываются новые приемы

методов обучения, участвуют в онлайн конференциях, осваивают материалы для осуществления своей педагогической деятельности. [7]

Значительные резервы повышения качества профессиональной подготовки в рамках многоуровневой профессиональной системы обучения заключены в реализации системно–целевого подхода, используемого при составлении *учебных планов*, исходящих из конечной задачи формирования профессиональной компетенции, подготовки высококвалифицированного специалиста – учителя иностранного языка. Правильно составленный учебный план учитывает системные отношения между содержанием взаимосвязанных учебных дисциплин, позволяет усилить профессиональную направленность преподавания иностранного языка, обьективировать и актуализировать связи методических и психолого–педагогических курсов.

Изучение состояния системы высшего образования, как одного из основных звеньев образовательной отрасли в Таджикистане, позволило констатировать, что в условиях демократизации общества возросла потребность в качественной подготовке учителей иностранного языка, в частности английского. [8] Для преподавания иностранных языков и развития иноязычного образования существенным является характер языковой политики. «Государственная программа совершенствования преподавания и изучения русского и английского языков в РТ на 2004 – 2014 годы» содержит концепцию коренного улучшения обучения русскому и английскому языкам. Наше исследование, актуальное с точки зрения реализации задач данной программы, представляет собой попытку определить и выявить эффективные условия развития и формирования профессиональной компетенции у студентов – будущих учителей иностранного (английского) языка в педвузах.[11]

Весьма важно обеспечить общеобразовательную школу специалистами, обладающими необходимой профессиональной компетенцией, которая бы в полной мере удовлетворяла современным требованиям. В решении поставленной задачи на первое место в работе со студентами факультетов иностранных языков педагогических специальностей выходит проблема

формирования устойчивой внутренней мотивации профессиональной деятельности, а далее – развитие педагогической рефлексии, личностных качеств, необходимых современному учителю, компонентов профессиональной компетенции, включая языковую, речевую, коммуникативную и методическую компетенцию.

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**THE PLACE OF PROFESSIONALLY-ORIENTED
COMPETENCE IN THE SYSTEM OF KEY COMPETENCES OF
STUDENTS OF NON-LINGUISTIC SPECIALITIES**

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Abstract. This study is aimed at experiencing and witnessing the introduction of multilingual education in higher educational institutions, faces fundamental problems, especially in terms of supporting students of non-linguistic specialties and their professional development. The questionnaire method is used to investigate this issue in order to obtain in-depth data collection. The main conclusions of this study are that the development of a foreign language professionally-oriented competence of students of non-linguistic specialties is directly related to the right technology. The article provides information about the technology of problem-based learning as a means of teaching a foreign language to students of non-linguistic specialties.

Key words: competence, professionally-oriented competence, problem-based learning, technology, foreign language;

Ключевые слова: компетентность, профессионально-ориентированная компетентность, проблемное обучение, технология, иностранный язык;

Introduction

S.S. Kunanbayeva in her work considers "The study of a foreign language in the system of foreign language education as the subject of her developing research and puts on the agenda many issues that need to be addressed today" [1]. Implementation and use of methodological platforms, regulatory and content base that ensure the integrity of foreign language systems, and mechanisms for monitoring and evaluating students' foreign language knowledge. All over the world, the emergence of new technologies and innovative teaching methods leads to the renewal of the content of education and the emergence of new approaches. The technology of problem-based learning can be used, first of all, as one of the teaching methods to activate the activities of students. Using the technology of problem-based learning, teachers can prepare interesting and stimulating materials, involving and revealing the creative abilities of students of non-linguistic specialties. The First President of the Republic of Kazakhstan said: "We have a great responsibility to the younger generation," that is, future specialists have a great responsibility for our future. Based on the theory and practice of the developed countries of the world, this is necessary for the comprehensive development of each student and creates favorable conditions for the formation of professional competence in the field of foreign languages..

Systematic formation of foreign language professionally-oriented competence has become an essential requirement for students of non-linguistic specialties. The task of teachers of higher educational institutions is to develop students' communication skills, foreign language skills, as well as the development of professional skills. Formation of an effective and convenient system and structure of teaching foreign languages, depending on the skills and creative abilities of each teacher. A great start is to master advanced foreign language teaching technologies. [3]

The social order of modern society to teach a foreign language not only as a means of communication, but also the formation of a professionally competent multilingual and multicultural personality of a graduate of non-linguistic specialties, ready for intercultural professional

and academic communication, necessitates the formation of a foreign-language professionally—oriented competence of graduates - future specialists of non-linguistic specialties.

Technology is a means of communication and scientific innovation that affects the development of students' thinking. Technological developments affect the quality of education, since today the entire field of education is connected with technologies and innovative teaching methods. Improving the quality of education and training of qualified specialists is one of the most important tasks of every teacher.

In addition, due to recent technological innovations and the merging of information and digitalization, "educational systems and learning methods have changed," and higher education is seen as an important element of human development. The integrity of capital, its effectiveness, quality, communication and training methods. Teaching foreign languages in the university requires studying the impact of major advances in educational paradigm technology. [2].

Materials and methods

Nowadays, the questionnaire has become one of the most popular research methods. These questions can be collected by phone, e-mail or the Internet.

By a questionnaire, an expert is understood to mean a question, all speech messages sent to the correspondent in a positive or negative form, and pre-determined responses[1]. Requirements for the questionnaire questions: clarity, consistency, accuracy, conciseness, convenient recording format.

Questionnaires in research perform an important function. Indicators, communication, tools.

The function of indicators is that questions provide people with the necessary information, values and beliefs. Ensuring the functionality of the indicator is related to the demonstration of questions about measurable properties (indicators). Once the indicator is determined, it is possible to assess whether the formulated question is an indicator or whether it can provide the desired information. The ability of a question to investigate a measurable property is called the validity of the question.

The communicative function of the question depends on the respondent's understanding of the meaning, honesty and reliability of their answers.

The instrumental function of the question is related to the observance of special requirements for the accuracy and stability of measurements.

The questionnaire is the main method, a sociological document containing structurally organized questions, each of which is related to the research. This connection is expressed in the need to obtain information reflecting the properties of the object under study [4].

Surveys have a certain structure, the key elements of which are general instructions, personal information and the main text.

Here are the steps to create a survey:

1. Decide what information you need.
2. Identify your target audience.
3. Select the method of communication with the target respondents (phone, email, Internet, etc.).
4. Decide on the content of the question, the wording and the scope of the survey.
5. Pre-test your survey.
6. Get the right shape.

Survey questions have special requirements. The first question should be as interesting as possible, so that you can continue to print the questions. The questions should correspond to the student's level. Questions should start with a question word.

The proposed answers should be precisely formulated and contain the same number of words or symbols. The answer options should not be linked to the options, most of them are the options of the question editor.

Results

After the course, students were randomly asked to share their personal opinions. Then, the researchers evaluate the results of the training by conducting interviews and analyzing the data to get more information for the modification of the research actions.(1)Pre-treatment of medical events(2)Conducting academic events:Refers to obstacles, review of problems,responses to changes during the implementation of two blocks (general competence, professional competence).(3)Post-study activities: depending on the academic achievements of the student, the research will be conducted by an analysis that allows us to revise and change our educational process to propose specific measures for future training or research. [6]

The research work was originally conceived as a practical course based on the methods of problem-based learning. After the application of the PBL, the educational activity became more interesting, and the learning outcomes of the students improved. The survey was conducted using the Google forms questionnaire to study the professional mastery of students and foreign language. Thus, students study the elements of their current professional competencies and competencies, which they need to improve further. This should significantly improve the preparation of your future work after graduation. This is based on the fact that students are active students. The educational activity was connected with their daily life. Students searched for the information they needed, thought about it and solved the problem depending on the situation. Both the classroom observations and the written interviews showed positive results.

Discussion

Today, the ability to use foreign languages is one of the key requirements of modern society, including for specialists in various spheres of activity. In this regard, the knowledge and skills of future specialists in a particular field will help determine the future development of society. Therefore, the field of foreign language teaching should truly transform future specialists, introducing new requirements for their professional qualifications at the level. And when implementing such requirements, there is a need to determine the appropriate technology and professional competence of the foreign language. In our case, this is a problem method of training that helps to form professional skills, including language skills.[11]

Planning	Analytical stage	stage of generalization of information	Presentation of project
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This stage involves a collective discussion of the problem, the exchange of views between students in order to determine the way to solve them. This stage has 2 goals: to stimulate the flow of ideas, using generation methods such as brainstorming and brainwriting, and to determine the general direction of problem solving.	implementation of independent activities, namely, the stage of finding and analyzing information, during which each project participant: □ clarifies his own task, based on the goal of the project as a whole and the task of his group in particular; □ searches for information by working with specialized literature and using the Internet, taking into account personal experience, the results of a group discussion of the problem. □ Analyze and interpret the received data. At this stage, each student must keep a "personal journal" that reflects the progress of the project.	characterized by the systematization of the data obtained and the generalization of the acquired knowledge and skills.	+
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Table 1 – Stages of the implementation of an independent project based on problem-based learning

Educational conditions for the formation of a professional foreign-language competence of students of non-linguistic specialties are:

- the speed of self-management and control of the process of formation of the student's readiness for professional activity;

- creating conditions for the formation of foreign-language professional competence among students of non-linguistic specialties;

In our opinion, the development of solutions for a future specialist increases the value of his experience of using a foreign language in professional life and shows the relevance of his subjective position in the learning process.

- Stimulating students' personal achievements in the use of foreign languages in professional activities. [14]

- create problematic situations in the process of preparing students to use a foreign language in their professional activities (problem-based learning).

Conclusion

In short, it is important to prepare teachers before implementing a new educational policy. This can be problematic, time-consuming and burdensome for teachers. From the analysis of this, it is obvious that the leaders of education support and provide teachers with various educational activities (organization of foreign language courses, participation in seminars, conferences and seminars, cooperation, knowledge exchange, etc.) for the promotion of education. trying to do it. Professional development of teachers in the measures necessary to achieve the effectiveness of multilingual education. It seems controversial that, on the one hand, they conduct free and paid foreign language courses, and on the other hand, they provide financial support in the form of tuition fees for foreign languages. And other bonuses.

Thus, with the help of problem-based learning and consistent problem solving, the teacher provides students with the opportunity to independently use previously acquired knowledge in new and unfamiliar conditions. As a rule, several types of situations are used in practice.

Problem-based learning requires significant resources from both students and the teacher. Students need more time to discuss new information, and the teacher needs to work out the lesson process in more detail and often prepare individual events for each group. However, despite the difficulties that arise in the process of preparing and

conducting classes of this format, the technique of problem-based learning is still in demand, high-quality and relevant.

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BREAKING BARRIERS: CHATGPT'S IMPACT ON NON-PHILOLOGICAL STUDIES FOR NON-NATIVE ENGLISH SPEAKERS

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Annotation: ChatGPT is a valuable tool for non-native English speakers learning both philological and non-philological subjects. It offers immersive practice, vocabulary expansion, and grammar support in language learning. Additionally, it provides a safe environment for making mistakes and building confidence. In the context of non-philological subjects, ChatGPT helps clarify concepts, contextualize content, and reinforce knowledge through practice. It offers language support, and access to information, and promotes critical thinking skills. However, it is important to use ChatGPT as a supplement to other resources and interactions with human language partners or subject matter experts. Leveraging the benefits of ChatGPT alongside traditional

learning approaches can lead to enhanced language skills, a deeper understanding of subjects, and improved academic performance.

Keywords: ChatGPT, language learning, non-native English speakers, philological subjects, non-philological subjects, immersive practice, vocabulary expansion, grammar support, contextualizing content, academic performance

Annotatsiya: ChatGPT – bu filologik va filologik bo'lmagan fanlarni o'rganadigan ingliz tilida so'zlashuvchilar uchun qimmatli vositadir. U immersivamaliyot, so'z boyligini kengaytirish va tilni o'rganishda Grammatik yordamni taklif etadi. Bundan tashqari, u xato qilish va ishonchni mustahkamlash uchun xavfsiz muhitni ta'minlaydi. Filologik bo'lmagan mavzular kontekstida ChatGPT tushunchalarni aniqlashtirish, mazmunni kontekstlashtirish va amaliyotda bilimlarni mustahkamlashga yordam beradi.

Kalitso'zlar: ChatGPT, til o'rganish, texnik fanlar, immersev amaliyot, so'z boyligini kengaytirish, Grammatik yordam, kontekstlashtirish, akademik yutuqlar.

Аннотация: ChatGPT — ценный инструмент для тех, для кого английский язык не является родным, изучающих как филологические, так и нефилологические предметы. Он предлагает иммерсивную практику, расширение словарного запаса и поддержку грамматики при изучении языка. Кроме того, это обеспечивает безопасную среду для совершения ошибок и укрепления доверия. В контексте нефилологических предметов ChatGPT помогает прояснить концепции, контекстуализировать контент и закрепить знания на практике.

Ключевые слова: ChatGPT, изучение языка, неносители английского языка, нефилологические предметы, иммерсивная практика, расширение словарного запаса, поддержка грамматики, контекстуализация контента, академическая успеваемость

In the digital age, communication has become more important than ever before. The ability to effectively express oneself and understand others is crucial in various aspects of life, including education, career advancement, and building meaningful relationships. Language learning plays a vital role in achieving these goals, and advancements in technology have opened up new avenues for language learners. One such innovation is ChatGPT, a language model developed by OpenAI, which

has proven to be a valuable tool in language learning and effective communication.

ChatGPT is an artificial intelligence language model based on the GPT-3.5 architecture. Trained on a vast amount of data, it has the ability to generate human-like responses and engage in natural conversations. This unique capability of ChatGPT has made it a popular choice for language learners seeking to improve their proficiency in a foreign language or enhance their communication skills in general.

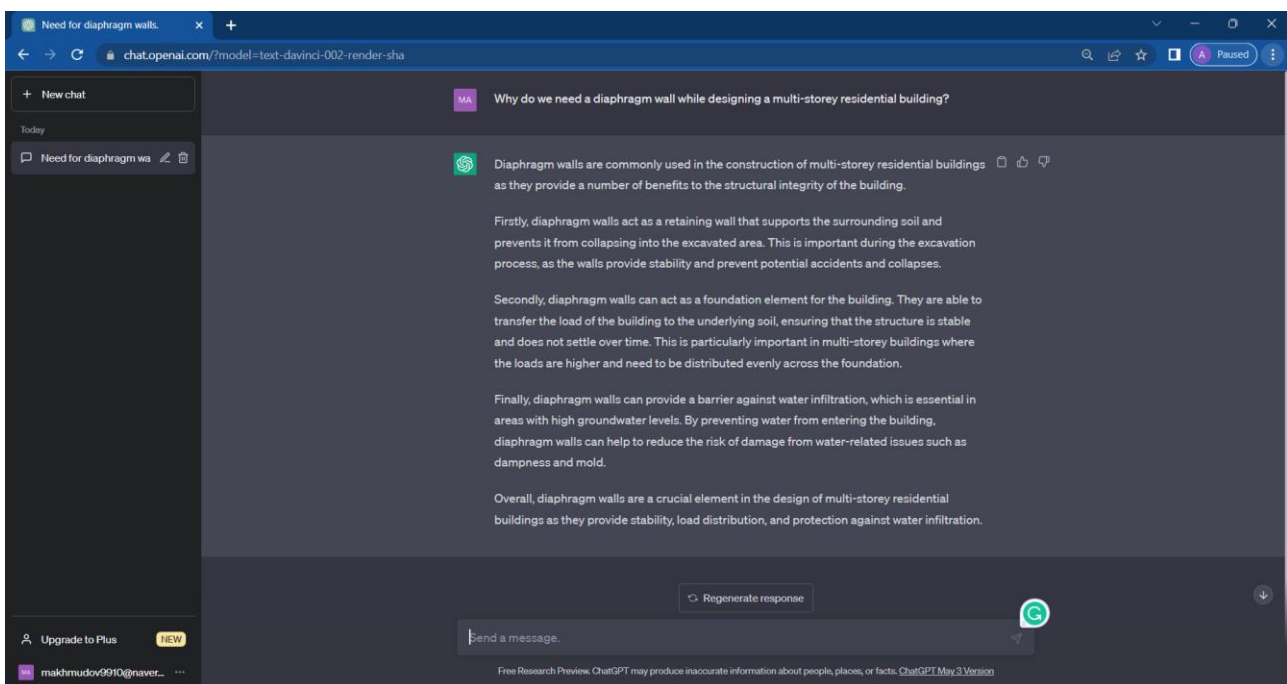
ChatGPT can be highly beneficial for non-native English speakers learning non-philological subjects in English. While the primary purpose of ChatGPT is language generation, its wide-ranging knowledge and conversational capabilities can support learners in various academic disciplines. Here are some ways non-native English speakers can benefit from ChatGPT while studying non-philological subjects:

1. **Clarifying Concepts:** Non-native speakers may encounter complex concepts or terminology while studying subjects like science, mathematics, or economics. ChatGPT can help clarify these concepts by providing definitions, explanations, and examples. Learners can ask specific questions or seek explanations for challenging topics, enabling a deeper understanding of the subject matter.
2. **Contextualizing Content:** ChatGPT can assist non-native speakers in understanding how non-philological subjects are discussed and presented in English. It can provide contextualized information, academic language usage, and relevant examples related to the subject at hand. This helps learners grasp the nuances of academic discourse and develop the necessary language skills to express their ideas effectively.
3. **Language Support:** Non-native speakers often face language-related challenges while studying non-philological subjects. ChatGPT can help with grammar correction, vocabulary suggestions, and sentence structure improvements. It can also provide guidance on academic writing conventions, such as appropriate citation formats or structuring essays, thereby enhancing learners' language proficiency in academic settings.
4. **Practice and Reinforcement:** Engaging in conversations with ChatGPT allows non-native speakers to practice using subject-

specific terminology and academic language. By discussing non-philological subjects with ChatGPT, learners reinforce their knowledge, internalize key concepts, and gain confidence in expressing themselves accurately in English.

5. **Access to Information:** ChatGPT has access to a vast amount of information, including academic resources and research materials. Non-native speakers can leverage this knowledge to obtain additional insights, references, or sources related to their non-philological subjects. ChatGPT can provide recommendations for further reading or suggest relevant research papers, aiding learners in expanding their understanding of the subject.
6. **Critical Thinking and Problem-Solving:** Non-philological subjects often require critical thinking and problem-solving skills. [4] ChatGPT can engage in discussions, debates, and explorations of various topics, challenging learners to think critically and develop their analytical abilities. By interacting with ChatGPT, non-native speakers can practice articulating their thoughts and reasoning, honing their cognitive skills in the process.
7. **Flexibility and Availability:** ChatGPT is accessible anytime and from anywhere with an internet connection. This flexibility allows non-native speakers to seek assistance or engage in subject-related discussions at their convenience. Learners can revisit conversations with ChatGPT as they progress in their studies, reinforcing their understanding and reviewing specific topics as needed.

Let us have a look at the following example:



I challenged ChatGPT by asking “Why do we need a diaphragm wall while designing a multi-storey residential building?”. ChatGPT provided a detailed answer to the question. If any part of the text is not clear, then it is possible to ask for a definition. It defines the word based on the context of the answer. [15]

While ChatGPT can provide valuable support for non-native English speakers studying non-philological subjects, it is important to recognize its limitations. It is not a substitute for comprehensive subject-specific resources, textbooks, or guidance from subject matter experts. Non-native speakers should use ChatGPT as a supplemental tool, complementing their studies with authoritative academic sources, lectures, and discussions with professors or peers. By incorporating ChatGPT into their learning process, non-native English speakers can enhance their comprehension, language skills, critical thinking abilities, and overall academic performance in non-philological subjects.

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UDK 30 428

QURILISH YO‘NALISH TALABALARIDA INGLIZ TILI FANINI O‘QITISH METODIKASI

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Annotasiya: Ushbu maqolada O'zbekistonda chet tilini o'qitish metodikasi haqidagi fikrlar muhokama qilinadi, shuningdek, oliy ta'lim muassasasi talabalariga chet tilini o'qitishdan asosiy maqsad til materiallaridan foydalanib ,nutq faoliyatining turlarida berilgan mavzularda muomala qilishga o'rgatishdan iboratdir.

Аннотация: В данной статье обсуждаются мнения о методике преподавания иностранного языка в Узбекистане, а также отражается современное состояние методики преподавания английского языка для студентов высших учебных заведений. В рамках методики понимания английского языка студентами определены цели и задачи методики и установлены основные принципы психолингвистического, педагогического и методического характера.

Annotation: In this article, opinions about the methodology of foreign language teaching in Uzbekistan are discussed, as well as the current state of the English language teaching methodology for students of higher education institutions is reflected. Within the framework of the methodology of understanding English for students, the goals and objectives of the methodology were determined and the main principles of psycholinguistic, pedagogical and methodological character were established.

Kalit so'zlar: o'qitish metodikasi, mexanizatsiyalashtirish, psixolingvistik tamoyillar, pedagogik tamoyillar, uslubiy tamoyillar, ingliz tilini o'zlashtirish, jarayon, tahlil, kamchilik, taqqoslash, imkoniyat, ta'minlash, mustahkamlash.

Ключевые слова: методика обучения, механизация, психолингвистические принципы, педагогические принципы, методические принципы, овладение английским языком, процесс,

анализ, недостаток, сравнение, возможность, обеспечение, подкрепление.

Key words: teaching methodology, me

Fan, ta'lim, madaniy-ma'rifiy, iqtisodiy, savdo-sotiq, turizm kabi xalqaro aloqalar rivojlanib borayotgan bir paytda kelajakni yaratuvchi yosh avlodga chet tillarni va chet elliklar bn muomala qilishni o'rgatish davr talabi bo'lib qoldi. Oliy ta'limning turli yo'nalishlarida chet tillarni o'qitishni mutaxassislikka yo'naltirilganlik asosida tashkil qilish bo'lajak mutaxassislarni xorijiy adabiyotlardan foydalanishlari, shuningdek, internet tizimidan o'z kasblariga oid kerakli axborot materiallaridan unumli foydalanishlari uchun zamin yaratadi.

Chet tillarni ta'limiy maqsadda ya'ni turli xil fanlar yoki yo'nalishlarga yo'naltirib o'qitish samarasi kundan kun yaqqol ko'rinib turibdi. Bundan tashqari chet tillar boshqa fanlar bn integrarasiya qilib ham o'rgatish hozirgi rivojlanayotgan davrimizning asosiy talabi bb qoldi. Integrasiyalash deganda , umumiy tadqiqot vazifalari va maqsadlari bir xil bo'lgan hamda muammolarni hal etishda qo'llanadigan vositalar tizimining o'xshashligini nazarda tutadigan fanlar aloqadorligi tushuniladi.

Oliy ta'limda chet tillarni talabalar o'rganib o'rganayotgan kasbga oid qilib o'rgatish nafaqat hozir o'zlashtirayotgan bilimlarini balki oldin o'rgangan bilimlarini ham mustahkamlash un imkoniyat yaratib beradi. [3]

Lekin ushbu fanlararo bog'liqlik sekin asta bosqichma bosqich rivojlantirilishi kerak. Mutaxassislikka oid matnlar, internet manbalari va kasbga oid terminlar talabalarda chet tiliga bo'lgan qiziqishini orttiribgina qolmay balki o'z mutaxassisliklariga oid chet tilidagi yangi innovatsion yangiliklarni ham o'rganib olishlari mumkin. Talabalarda o'rganilayotgan fanga nisbatan havas uyg'otilishi o'sha fanning o'zlashtirilishi uchun keng imkoniyat yaratilishiga sabab bo'lishi hech kimga sir emas. [4]

Hozirgi kunda 1-kursda talabalarga o'tiladigan fan mavzularini xorijiy adabiyotlardan foydalanib keng , batafsil o'rgatilyapti. Bu esa talabalarga o'z kasblariga oid matnlarni chet tilidan o'z ona tillariga bimalol tarjima qila olish va sohaga oid terminlardan foydalanib matn tuza olish bundan tashqari o'z nutqlarida shu so'zlardan foydalana olish imkonini beradi. Masalan, qurilish yo'nalishi talabalariga qurilishga oid texnikalar, asboblari, xom-ashyolar va ushbu kasb sirlari haqida matnlar

berilsa, talabalar bu matnlarni chet tilini o'rgangan holda tushunib anglasa va mavzuni nafaqat ona tilida ,balki kelajakda chet tilida tushuntirib berishga o'rgansa,bu albatta, hozirgi davr talabida tashkil etilgan darslar sirasuga kiradi. [5]

Masalan, qurilish yo'nalishidagi talabalarga quyidagicha gaplar beriladi va kasb egalarini rasmdagi kasblarga moslash aytiladi.

1.I'm a driver. I work for a concrete supplier. We deliver concrete to construction sites all over the country.

2.I'm a master electrician.This is my apprentice.

3.I'm a painter. Today I'm painting a steel staircase.

4.I'm a security guard. I control access to the site . I'm responsible to the site manager.

Bunday namunalarni ko'pgina keltirish mumkin.Bu parchadan ko'rinib turibdiki har bir qurilish xodimi bo'laman degan talaba bu gaplarga befarq bo'lolmaydi va yuqorida berilgan kasb nomlarini yodlab olishga harakat qiladi.Har bir oliy ta'lim o'qituvchisi borki shu metodni o'z darsida qo'llasa darsi juda qiziq va noan'anaviy bo'ladi deb o'ylayman.Shuningdek, shuni ham ta'kidlab o'tish kerakki nafaqat matnlar boshqa ko'nikmalar ham,ya'ni grammatik,fonetik,tinglab tushunish va yozish ko'nikmalari ham mutaxassislikka oid tanlab rejaga kiritilsa ,maqsadga muvofiq bo'lar edi.

Xulosa qilib shuni aytish mumkinki,chet tilini boshqa fanlar bilan bog'lab o'rgatish darsda talabalarni faol qatnashishiga ,o'z mutaxassislaklariga oid yangiliklardan boxabar bo'lishiga,internet manbalaridan bemalol foydalanishiga zamin yaratadi.

Xulosa

Shunday qilib, biz tomonimizdan oliy o'quv yurtining o'quv jarayonida talabalar bilimining sifatini elektron ta'lim resursi vositalari bilan oshirish modeli maqsadlarning birligi va butunliligini, o'qish mazmuni va texnologiyasini ta'minlaydi, olinadigan bilimlar sifatini oshirishga, axborotni qidirish, qayta ishlash va foydalanishning zamonaviy metodlariga ega bo'lishga, talabaning mustaqil bilim olish va kasbiy kompetentsiyasini shakllashtirishga xizmat qiladi.

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THE ROLE AND IMPORTANCE OF INTERACTIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES IN NON-PHILOLOGICAL EDUCATION

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Annotation: Today, as a result of large-scale reforms implemented in the higher education system, it is necessary to introduce an effective system of teaching foreign languages. In addition to the work done, today there is a need to improve the quality of effective and systematic teaching of the English language.

Key words: non-philological areas of education, interactive technologies, motivation, specialization, pedagogical skills, development, language skills

Annotatsiya: Bugungi kunda oliy ta'lim tizimida amalga oshirilayotgan keng ko'lamli islohotlar natijasida chet tillarni samarali o'qitish tizimi joriy etishni talab etmoqda. Amalga oshirilgan ishlar bilan bir qatorda bugungi kunda ingliz tilini samarali va tizimli o'qitish sifatini oshirish zarurati mavjud.

Kali tso'zlar: nofilologikta'limyo'nalishlari, interfaoltexnologiyalar, motivatsiya, mutaxassislik, pedagogikmahorat, rivojlantirish, tilko'nikmalari

Аннотация: Сегодня в результате масштабных реформ, проводимых в системе высшего образования, необходимо внедрить эффективную систему обучения иностранным языкам. Помимо

проделанной работы, на сегодняшний день существует потребность в повышении качества эффективного и системного обучения английскому языку.

Ключевые слова: нефилологические направления образования, интерактивные технологии, мотивация, специализация, педагогическое мастерство, развитие, языковые навыки

Today, ensuring the innovative content of higher education implies the development of the process of information of this field, taking into account its methodology, technology, and the practice of creating educational, methodological and informational software developments that provide certain integrity, taking into account the solution of current problems of modern education in general. Based on this, reforms in the field of education in our country, along with the development of new educational standards, had an impact on the change in the methodology of teaching humanities, including foreign languages, in technical higher education institutions.[14]

According to the State Educational Standard of higher education, graduates of higher education institutions should communicate in their professional fields, write business correspondence, read literature in English, etc. All this requires the formation of advanced communicative competence of students based on the improvement of learning a foreign language. Then they can communicate effectively with native speakers using the appropriate language and speech norms to select adequate communicative behavior according to the communicative situation.[7]

Therefore, the definition of a foreign language as the ability to communicate in a foreign language is faced by the teacher of higher educational institutions today, the question of the importance of using modern methods, in particular, interactive technologies, in teaching a foreign language. For this, it is necessary for the teacher to master modern methods and technologies in order to effectively use them in the process of solving the educational tasks set before him. These tasks include:

- increasing students' activity in the educational process; [5]
- to strengthen the student's motivation to learn foreign languages;
- expanding the pedagogical potential of interactive technologies in increasing the motivation to learn a foreign language;

- the teacher finds the most effective means and methods of teaching to reveal the personal potential of students, etc.[2]

At the same time, it is important that a graduate of a modern higher educational institution acquires not only professional, but also cultural language tools and knowledge. For this, the choice of modern methods and technologies should provide for the fulfillment of a number of conditions, in particular: taking into account the direction of the content related to the specialty, competent organization of training sessions in a foreign language taking into account the relevant specialty of the future specialist, taking into account the individual characteristics of the student, etc. At the same time, in the context of the professional orientation of foreign language teaching, the active use of interactive educational technologies in higher education institutions should be comprehensively oriented, taking into account the full educational, methodological and computer support. Socio-cultural development of the student and, in this regard, increasing his interest in learning the culture of the studied language, as well as forming the ability to communicate with native speakers.

In this regard, the teacher of a technical higher education institution in a foreign language lesson should take into account the presence of certain methodological components in any interactive technology, in particular:

- the systematicity of technology (interdependence of all its components, as well as their logical use, including hardware, software, their information wealth, etc.);
- conceptuality of technology (scientific validity of its application);
- the dynamism of technology (the presence of the didactic potential of technology to increase the cognitive activity of each participant of the educational process);
- flexibility of technology (variability in using its capabilities);
- meaningful interactivity of technology (allowing the student to change, fill in and change the amount of meaningful information); [8]
- orderly interactivity of technology (allows the student to independently determine the sequence of use of the provided educational information);
- interactive technological feedback (creates conditions for free exchange of questions and answers, as well as controls the process of mastering the material);

- creative interactivity of technology (occurs when students create a product of their creative activity);
- the effectiveness of technology (creating conditions for its use to increase the motivation to learn a foreign language and, therefore, the superiority of student activity, predictability of the educational goal, etc.).[14]

All these components of interactive technology, which provide a real process of interactive education, actually contribute to changing the educational environment, where the student himself, with his psychological characteristics and motivation to learn a foreign language, is always at the center of education.[17]

In order to increase the pedagogical possibilities of interactive technologies in the promotion of foreign language learning, it was determined that it is necessary to refer to the appropriate didactic principles based on the learning of each stage. [19] This is especially important when teaching language to students with different levels of language proficiency. In order to ensure the individual pace of each student's work, the principles of an individual and differentiated approach to education are used. This is helped, in particular, by a variety of computer and multimedia programs, which allow engaging the channels of acquisition of visual, auditory and kinesthetic information during the lesson, which, in a unique way, arouses the desire to achieve results in learning language material.

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ESP AS A COMMUNICATIVE APPROACH THROUGH READING

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Annotation: This article highlights importance of using pre, while and post reading activities in enhancing ESP students’ reading skills. The purpose of the given work is to show efficiency of interactive reading strategies and methods to arise learners’ reading comprehension. This article consists of theoretical and practical parts. The theoretical part deals with general views to reading activities for ESP classes. More specifically, it draws attention to types of activities which can be used in all stages of teaching.

Key words: innovative, communication, reading activities, interactive, skills, methods, approach, learning, relevance

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Hutchinson and Waters et al. (1987, p. 25) says “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”.

Communicative language teaching makes use of real-life situations integrated to the need of communication. The teacher sets up situations that students are likely to encounter in real life, creates the appropriate environment in order to stimulate tasks that permit students to be the

protagonists of their own learning, with activities such as conferences, preparation of papers, reading, note taking and writing. Berns(1984:10) comments: “The real-life simulations change daily. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.” Of course the teacher can also take into account the disciplines of students to guide the activities. Hart, G. (2007). Proposes some basic principles for the language learning approach in use today:

Teachers’ Basic Principles

- A teacher’s main role is a facilitator and monitor rather than leading the class. In other words, “the guide by the side” and; in this point Jin, L., Singh, M., Li, L. (2005:7) manifest according to their own research experience: “The teachers’ task in class is to help students understand the discourse structure of what they were reading. This is an efficient way to understand the reading of materials and get the main ideas”
- Lessons are built round situations/functions practical and authentic in the real world e.g. asking for information, complaining, apologizing, job inter-views, telephoning, etc.
- Activities set by the teacher have relevance and purpose to real life situations – students can see the direct benefit of learning.
- Authentic listening and reading texts are used more often, rather than artificial texts simply produced to feature the target language.
- Use of songs and games are encouraged and provide a natural environment to promote language and enhance correct pronunciation.
- Feedback and correction is usually given by the teacher after tasks. Additionally, while reading there are some processes the teacher has to enhance such as the top-down and bottom-up which occur at the same time. In bottom-up processing, learners solve problems relevant to language knowledge themselves, in this point, Murcia and Olshtain (2000:7) say: “Teachers gradually introduce knowledge about cohesive devices and reading strategies which influence their reading habits.” In top down students get information from reading based on their previous knowledge of their daily life or from their schemata.

Learners' Basic Principles

- Learners are often more motivated if they have the possibility to communicate through different lessons or themes.

- Learners practice the target language a number of times according to their own capacities and needs.
- Language is built individually by students based on their own work experience.
- Learners interact with each other in pairs or groups.
- In the accuracy stage, learners are corrected at the end of an activity to avoid the interruption of their thought process. [9]

Another important aspect to take into account during developing ESP reading under the parameters of a communicative approach is the material because it is the teachers' main resource; in this way, before starting a project like this, it is necessary to make a good collection of materials; it could be composed by specialized books, articles, and web side pages among others. Jones, G. (1990, p. 89) proposes: "The only real solution is that a resource bank of materials has to be available to all ESP instructions". However there is the possibility that teachers create their own materials, according to their experience and as part of their growing as teachers. Real texts are always suggested because they are rich in contents and it is usually done based on real experiences and investigation, thus Jin L., Singh M., Li L., et al. (2005, p. 19) suggest "Teachers may help students to access authentic English language materials that could be from internet, international newspapers and magazines in order to provide students with authentic reading materials. Such materials offer students in-sight into other nations, people, cultures and everything relevant to language." So these materials permit students to evidence and improve their background knowledge. Another important aspect is that through communicative approach, teachers help students to develop autonomy, they frequently practice speaking in the classroom through communicative exercises, but previously practice the other abilities (listening, reading and writing) in order to get the input and re-organize his own thinking and knowledge, Larsen-Freeman (1986:22) argues: "Because of the increased responsibility to participate, students may gain confidence in using the target language in general. Students are more responsible managing their own learning." It makes of this approach, a good option to work with students of all levels and subjects; at the same time Carver, D. (et al., 1983, p. 134) states: "The learners must have a certain degree of freedom to decide when, what, and how they will study, also there must be a systematic attempt by teachers to

teach the learners how to learn by teaching them about learning strategies.” Nowadays it is necessary to motivate students to work for their own in the way to acquire information through new technologies, because with means of communication as the Internet they have all in their hands to access information according to their needs.

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**THE PROBLEMS OF TEACHING ENGLISH IN NON-
PHILOLOGICAL INSTITUTIONS**

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Annotation: The problems of teaching a foreign language at non-philological institutions are considered; modern approaches and methods are covered. As well as the solution of some problems and shortcomings of ESP textbooks and dictionaries. In this article dedicates problems of teaching technical vocabulary and strategies of vocabulary learning.

Key words: language competence, training program, professional topics, grammatical structures, business meetings, presentation.

Аннотация: Рассмотрены проблемы обучения иностранному языку в нефилологических вузах; освещаются современные подходы и методы. А также решение некоторых проблем и недостатков учебников и словарей ESP. В данной статье рассматриваются проблемы обучения технической лексике и стратегии изучения лексики.

Ключевые слова: языковая компетенция, программа обучения, профессиональная тематика, грамматические конструкции, деловые встречи, презентация.

Annotatsiya: Ushbu maqolada nofilologik vuzlarda chet til o'qitish muammolari hamda zamonaviy yondashuvlar va usullar yoritilgan. Shuningdek, nofilologik vuzlarda darsliklar va lug'atlarning ba'zi muammolari va kamchiliklarini hal qilish. Ushbu maqolada texnik lug'atni o'qitish muammolari va so'z boyligini oshirish strategiyalari ko'rib chiqiladi.

Kalit so‘zlar: til kompetentsiyasi, o'quv dasturi, kasbiy mavzular, grammatik tuzilmalar, ish uchrashuvlari, taqdimot.

English language in the world as a leading means of international communication is increasingly strengthened, and there are no significant trends to stop or slow down this process, the problem of creating an effective methodology for teaching English is extremely important.[15] As you know, the human brain most actively perceives and remembers information and works productively during the first half of life; [16]Thus, in the case of the English language, as well as with a huge number of other disciplines, it is extremely important to provide the possibility of mastering the language at a relatively early stage in the development of the human personality. [14]This work is devoted to a review of the so-called communicative methodology of teaching English in high school, which seems to the author the most effective and promising of all existing and currently used.[13] It should be noted that the effectiveness of this technique is confirmed by the results of its application in [12] European countries over the past 15-20 years. It is also encouraging that in recent years there have been observed, if not ubiquitous, but already significant experiences in integrating a communicative methodology into the system of language education in Uzbekistan.[11]

The first consider in general terms a communicative system-activity approach to teaching English. [10] This approach is the implementation of such a learning method in which an ordered, systematic and interrelated teaching of the English language is carried out as a means of communication in the conditions of the modeled (reproduced) in the classroom speech activity - an integral and integral part of the general activity. A communicative system-activity approach involves a complete and optimal systematization of the relationship between the components of the learning content. [9] These include a system of general (for example, extra-linguistic, pedagogical) activity, a system of speech activity, a system of verbal communication (communication, interaction and mutual perception), the system of the English language itself, a systematic correlation of the native and [8] English languages(their consciously-comparative analysis), the system speech mechanisms (speech production, speech perception, speech interaction, etc.), text as a system of speech products, system of structural-speech formations (dialogue, monologue, monologue in

dialogue, different types of speech utterances and messages, and so on. p.), the system (process) of learning English system (structure) human verbal behavior. [6] As a result of this approach in training, a system of English proficiency is formed, implemented and operates as a means of communication in the broad sense of the word. Such a system, taking into account its use for teaching the [7] English language, should also include the interdependence of general motives with the motives and needs of the communication associated with it; subject content and methods of performing activities; typical conditions of its course and the nature of the interaction of its participants as well as determining the nature, content and forms of relationships and communication of participants adopted in the framework of this activity: in the unity of their communicative, interactive and perceptual aspects, role, place, spheres and situations of English-language speech communication.[5]

Consider now the communicative methodology of teaching English. [4] The overview of the methodology given in this section is based on the pan-European concept of teaching foreign languages in accordance with this methodology, and therefore most of the recommendations are given regarding “foreign languages”. However, it should be noted that the communicative methodology was originally developed with reference to the [3] English language as the most common means of international communication (which, by the way, can be seen from the extensive terminology given in this section), [2] and therefore everything that is said below is primarily refers to teaching English and is tested in practice precisely during the training of students of European and other countries in English.[1]

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EDUCATIONAL TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE TO NON-PHILOLOGICAL STUDENTS

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Annotation: Language is the most important means of communication, the existence and development of human society is impossible without it. This article dedicates modern educational technologies in teaching a foreign language to non-philological students. In order they could exchange their thoughts in different situations in the process of interaction with other communicators, using the system of language and speech norms and choosing communicative behavior adequate to the authentic situation of communication.

Key words: communicative competence, person-oriented interaction, educational process, creating, effective conditions

Annotatsiya: Til eng muhim aloqa vositasidir, usiz insoniyat jamiyatining mavjudligi va rivojlanishi mumkin emas. Ushbu maqola filologik bo'lmagan talabalarga til va nutq me'yorlari tizimidan foydalangan holda va muloqotning haqiqiy holatiga mos keladigan kommunikativ xatti-harakatlarni tanlab, boshqa kommunikatorlar bilan o'zaro munosabatlar jarayonida turli vaziyatlarda o'z fikrlarini almashishlari uchun chet tilini o'qitishda zamonaviy ta'lim texnologiyalarini bag'ishlaydi.

Kalit so'zlar: kommunikativ kompetentsiya, shaxsga yo'naltirilgan o'zaro ta'sir, o'quv jarayoni, yaratish, samarali sharoitlar

Аннотация: Язык является важнейшим средством общения, без него невозможно существование и развитие человеческого общества. Данная статья посвящена современным образовательным технологиям в обучении иностранному языку студентов-нефилологов. Для того, чтобы они могли обмениваться мыслями в различных ситуациях в процессе взаимодействия с другими коммуникаторами, используя систему языковых и речевых норм и

выбирая коммуникативное поведение, адекватное ситуации. аутентичная ситуация общения.

Ключевые слова: коммуникативная компетентность, личностно-ориентированное взаимодействие, образовательный процесс, создание эффективных условий.

In other words, the main purpose of a foreign language is to form a communicative competence, that is, the ability to carry out interpersonal and intercultural communication between a foreigner to one and native speakers. Educational aspect is an integral part of the educational process.[1] Modern educational technologies that are used to form the communicative competence of a schoolchild in learning another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process. [2] It is obvious that using any one technology of education, no matter how perfect it is, will not create the most effective conditions for the disclosure and development of students' abilities and creativeness of a teacher. [3]

Modern technologies of teaching foreign languages accumulate successful information of each of them, enable the teacher to adjust any technology in accordance with the structure, functions, content, goals and objectives of training in the particular group of students. [4] The search for new pedagogical technologies is associated with the lack of positive motivation of students in learning a foreign language. Positive motivation is inadequate, because when learning a foreign language students face significant difficulties and do not learn the material because of their psychological characteristics. [6] Currently, more and more teachers are turning to the communicative method of learning English. The object of this method is speech itself, that is, this technique first of all teaches us to communicate. [15] The long-term practice of teaching English proves that teaching with traditional technologies does not allow developing key, basic competencies in a particular academic discipline, so a drastic reorganization of the educational process is needed.[9] For example, the active use of resources of the World Wide Web by the teachers significantly increased the effectiveness of self-education of teachers of a foreign language. Internet services provide access to the latest socio-cultural, linguistic-cultural and other valuable information. [10] It is obvious that the role of the teacher is currently changing; the boundaries

between him and the trainee are becoming transparent, which promotes cooperation. [1]The role of the learner increases, learner participates not only in obtaining knowledge, but also in its search, development, transformation into practical skills [1]. At the present stage of learning, the communicative approach of teaching plays an active role in the formation of adequate communication among students. Communicative method implies a great activity of students.[17]

The teacher's task in this case is involving all students of the class into conversation [3]. For better memorization and use of the language, all channels of perception must be loaded. The essence of the communicative method is to create real communication situations. When recreating the dialogue, the student has the opportunity to apply all the knowledge in practice that was gained before.[6] A very important advantage of the communicative method is that it has a huge variety of exercises: role games, dialogues, and simulation of real communication are used here [2]. Recently more and more teachers are using the project methodology in the process of teaching a foreign language as one of the modern productive creative approaches that successfully implement the main objectives of teaching a foreign language in the formation of communicative and speech skills, which are necessary for students to communicate in a foreign language. [12] The main purpose of the project method is to provide students with the opportunity acquiring knowledge independently in the process of solving practical tasks or problems that require the integration of knowledge from different subjects. [14] If we talk about the method of projects as a pedagogical technology, this technology involves a set of research, searching, problematic methods, which are creative in nature. The teacher in the project is assigned as a developer, coordinator, expert and consultant. This technology contributes to the development of the creative abilities of students and develops their imagination and curiosity. During the preparation of projects, the creative and intellectual potential of student is revealed.[15] The method of projects teaches to conduct a research work, working in a team, conduct a discussion, solve problems. The project method can be used in teaching a foreign language on almost any topic, since the selection of subjects was carried out taking into account the practical importance for the student. [16] Here is the example of applying the project methodology while studying the topic «School» in English

lessons. The common goal is to create a school project in which all the children would like to learn. The students are divided into groups based on the desires of the children to work together to solve a certain part of the overall task. Parts of the project are discussed in groups. [17] As a result, the following areas of work will be singled out: 1) the creation of a school building project, its design and school territory; 2) compiling rules for students and teachers of the school; 3) a description of the school day; 4) a description of extra-curricular activities of children; 5) a school uniform project. At one of the last lessons, the project will be protected by groups. Each group will make their presentation. Such tasks are very exciting for students, they feel responsibility for the performance of such work. At the same time, they master such skills as working with the Microsoft Power Point program, the ability to find interesting materials, illustrations. And at the very performance students learn to declare, develop their oratory skills, ability to prove and defend their point of view, spontaneously answer to the questions asked, they do not be afraid of public speaking and become self-confident.[18]

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СОВЕРШЕНСТВОВАНИЕ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЭКОНОМИЧЕСКОГО НАПРАВЛЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В данной статье развернуто представлено о повышении лексической компетенции студентов-экономистов на занятиях по английскому языку, использовании передового зарубежного опыта в развитии профессиональных компетенций учителя, анализе их языковой компетенции и традиционной системы обучения, и современного обучения.

Ключевые слова: английский язык, экономическое направление, лексическая компетентность, анализ, традиционная система обучения.

INGLIZ TILI DARSLARIDA IQTISOD YO'NALISHI TALABALARINING LEKSIK KOMPETENCIYASINI TAKOMILLASHTIRISH.

Annotatsiya: Ushbu maqolada iqtisodchi talabalarining ingliz tili darslarida leksik kompetentsiyasini oshirish, o'qituvchining kasbiy kompetentsiyalarini rivojlantirishda ilg'or xorijiy tajribadan foydalanish, ularning til kompetentsiyasini va an'anaviy ta'lim tizimini tahlil qilish va zamonaviy o'qitish haqida batafsil ma'lumot berilgan.

Kalit so'zlar: ingliz tili, iqtisod yo'nalish, leksik kompetentsiya, tahlil, an'anaviy ta'lim tizimi.

Abstract: This article describes the improvement of the lexical competence in detail of economics students in English classes, the use of advanced foreign experience in the development of professional competencies of teachers, the analysis of their language competence and the traditional system of education, and modern education.

Keywords: English, economic direction, lexical competence, analysis, traditional learning system.

Введение: В современных образовательных учреждениях с использованием современных педагогических технологий, с применением передовых методов самостоятельного обучения созданы методы обучения иностранным языкам и подготовки специалистов, свободно владеющих этими языками. [6] Применение международных стандартов в обучении иностранным языкам, модернизация содержания обучения, особенности использования современных технологий в профессиональном образовании, необходимость использования передового зарубежного опыта в развитии профессиональных компетенций учителя еще больше усилили потребность. [11]

Анализ литературы и методология:

Лексика в системе языковых средств является важнейшим компонентом всех видов речевой деятельности: аудирования, говорения, чтения и письма. Это обеспечивает ее неотъемлемое место на каждом уроке иностранного языка, определяя формирование лексических навыков как одну из приоритетных задач учителя. Таким образом, лексика объединяется в семантические поля, лексико-семантические и тематические группы и др., которые связаны между собой. Здесь имеется в виду то, что слова в нашей голове хранятся не хаотично и изолированно, а в тесной связи между собой, сформировавшись в виде определенных словарных групп. Формирование лексических навыков как важнейшего компонента рецептивных и продуктивных видов речевой деятельности является основной целью обучения лексике на всех этапах изучения иностранного языка. [15]

Полученные результаты:

Важно помнить, что словоупотребление требует не только знания лексических единиц, но и умения использовать их в ходе высказывания. Существует два подхода к решению этой задачи: не только научиться употреблять лексику в собственной речи, но и понимать её в речи других. В свою очередь, лексическая правильность иноязычной речи выражается в правильном словоупотреблении, в знании лексической сочетаемости единиц, характерных для иностранного языка. При этом правила

сочетаемости иностранного языка часто не совпадают с нормами родного языка. Формирование и развитие любых навыков, в том числе лексических, это достаточно долгий и трудоемкий процесс, в котором можно выделить несколько этапов. Все этапы формирования лексических навыков представляют собой единое целое, а вычленение этапов обусловлено методически для конкретизации каждого из этапов.

Обсуждение:

В Европе важно проводить научные исследования по развитию профессиональных компетенций по иностранным языкам, интеграции компетенций, формированию гармонии между стандартными требованиями и образовательными программами, согласованию разработанных критериев со стратегиями, используемыми при обучении другим языкам. иностранных языков достаточно. При фонетическом обучении в основном прослушиваются короткие разговоры в аудиотексте, а в спокойном состоянии заполняется текст на бумаге, соответствующий разговору в аудиотексте, с записанными словами и передается учителю через Интернет. Текст, данный студенту, и разговор в аудиотексте совпадают. Ученик может успешно выполнить условие только тогда, когда текст самостоятельно внимательно прослушан и запомнит новые фразы.

Вывод:

В заключение следует сказать, что формирование и развитие языковой компетенции учащихся на занятиях по английскому языку тесно связано с умением правильно выбирать методы и методы обучения, повышать интерес к изучению иностранных языков и развивать самостоятельную речь. обучение требует правильной организации языка. Даже если задания, выполняемые учащимися при самостоятельном обучении, не очень успешны, учитель не может их критиковать.

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INNOVATIVE SOLUTIONS FOR TEACHING SCIENCE THROUGH A FOREIGN LANGUAGE

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Annotation: This article is devoted to the sufficient and attainable suggestions for teaching technical subjects through foreign languages. Besides, it emphasizes existing problems in teaching English language and explanations for them. This article supports the idea of necessity of teaching the professionally oriented language and preparation of the specialists to the field with that quality, in conditions of dynamic globalization social processes.

Keywords and phrases: Specialist, ESP, technical fields, foreign languages for nonlinguistic faculties, language medium, technical and nontechnical ways of teaching and their means.

Annotatsiya: Ushbu maqolada texnik yo'nalishdagi fanlarni chet tilida o'qitishning ko'p jihatdan samarador uslublari haqida tavsiyalar keltirilgan. Bundan tashqari ushbu maqola hozirgi chet tillarini o'qitish tizimida mavjud bo'lgan muammolarni yoritib ularni bartaraf qilishga oid ma'lumotlarni o'z ichiga olgan. Mazkur maqola hozirgi texnologik asrda va dinamik globalizatsion ijtimoiy jarayonlarda chet tillarini o'qitish asosan sohalarga yo'naltirilishi lozimligi va bo'lajak mutaxassislarning professional qatlamlardagi chet tiliga tayyor bo'lishi kerakligi g'oyasini olg'a suradi. Maqola chet tillari mutaxassislari va talabalarga namoyish uchun qo'shimcha materiallar bilan mustahkamlangan.

Kalit so'zlar va iboralar: mutaxassis, ESP, texnik sohalar, til sohasida bo'lmagan yo'nalishlar uchun ingliz tili, vositachi til, texnik va notexnik o'qitish uslublari va vositalari

Аннотация: В этой статье приведены более результативные предложения по способам преподавания технических предметов на иностранном языке. Вместе с тем в статье подчеркиваются существующие на данный момент в преподавании востребованного английского языка проблемы и их решения. Статья поддерживает идею о необходимости преподавания профессионально-ориентированного языка и подготовки специалистов к языку профессионально-ориентированной среды, в условиях динамичных глобализационных общественных процессов.

Ключевые слова и фразы: специалист, ESP, технические направления, иностранные языки для неязыковых ВУЗов, язык-посредник, технические и нетехнические способы и средства преподавания.

Introduction

Choice of language medium during the Education is a much debated issue. Most scholars argued strongly for the use of mother tongue as the language medium as this is the language, which the student is most familiar with. Thus, when a second language is introduced as a language medium in the undergraduate years, it goes against the universally held notion of the mother tongue as the best language medium to begin education at the University It brings to the fore the ability of the student to cope with learning through a second language as the second language is often their weaker language. The use of a second language as a language medium during the undergraduate years, for whatever reasons,

will inevitably lead to learning difficulties arising out of language barrier. However, such problem does not override the crucial need to acquire a second language, especially one that has immense instrumental value. Increasingly, the bilingual approach has been adopted to facilitate learning through a second language with mother tongue playing a supplementary role.

Research method results

One of the main concerns arising out of the implementation of the policy of teaching science in English is the ability of students to use English as an effective tool to acquire knowledge. The lack of proficiency in English among students and teachers has been clearly illustrated in the foregoing section. Suffice it to say here that students do not have the linguistic capacity to engage in English instruction. This problem is even more acute in the case of teaching of science as the language used in these two subjects is often context-reduced, which involves cognitive-academic language proficiency (CALP). CALP includes the ability to engage in abstract thought in cognitively highly demanding circumstances. Most students, more so at the primary school level, do not have such high levels of English proficiency to enable them to learn science effectively.

Although they have attended a couple yearsof Language proficiency at courses, they would have at best only acquired the basic interpersonal communicative skill (BICS) in English in such a short span of time. BICS involves context-embedded and cognitively undemanding face-to-face communicative skills, which includes the ability to handle complex conversation using contextual cues such as paralinguistic feedback from other speakers (e.g., gestures and intonation) and situational cues to meaning. Context embedded language skills can be easily acquired within two years. In contrast to BICS, a longer period of seven to eight years is needed to acquire the CALP of a certain language. In addition, high level of exposure to the language and motivation are also required. Thus, suffice it to say that the short period of time students spend at courses is not sufficient for them to acquire the CALP of English to enable them to learn science in English when they start their formal education at the primary school level. The implementation of the policy of teaching science and mathematics in English is also hampered by the inability of most teachers to teach in English as they lack the required level of

competency in English. The current batch of teachers is the product of the national education policy of Soviet Union Education System. They have gone through Uzbek and Russian language medium education with English and Deutsch being taught only as a subject. In order to overcome the problem of lack of English and Russian competency among teachers teaching science and mathematics, the government had undertaken several measures, chief among which was the preparation of multimedia teaching courseware to facilitate the teaching and learning of these two subjects through the use of ICT.

Teachers were also sent for in-service courses to equip them with the necessary skills to handle ICT as well as to improve their competency in English. However, there was much doubt over the effectiveness of such measures. For one thing, ICT-assisted pedagogy can never replace the need for interactive communication between teachers and students, which forms the core of classroom teaching. These teachers may be competent in English; the training of teachers to teach in a second language would require more than linguistic skills as it involves a host of other issues related to teaching through a second language.

The implementation of the policy of teaching science and mathematics in English has clearly deviated from the well-established notion that mother tongue is the best medium to begin education. The strength of mother tongue as the language medium is exemplified in the United Nations Educational, Scientific and Cultural Organization (UNESCO) statement that “it is axiomatic that the best medium for teaching a child is his mother tongue”.

The implementation of the policy of teaching science and mathematics in English entails learning through a second language. The main issue in relation to learning through a second language is the grasp of the language medium. As second language is generally the weaker language of most Students, it follows that an inadequate grasp of the language medium is the norm rather than the exception. From the foregoing discussion, it is evident that students do not have the required competency to use English as an effective language medium and thus face the problem of inadequate grasp of language medium. Many scholars have highlighted the adverse effects of learning through a weaker language.

The student's difficulty in following courses in his weaker language might seem at first sight to lie solely in his ignorance of certain words, phrases or syntactic structures. However, there is probably more to it than that. Those of us who read a second language poorly will probably from time to time have experienced difficulty in following the meaning of complex passages in that language, even though we could have translated each individual word and expression used. This we may have attributed to inadequate grasp of language.

The impact of learning through a second language among students is even more damaging if it is introduced without due consideration of the need to adapt to its usage as language medium. This will further complicate the problem of inadequate grasp of language medium faced by the students. The introduction of a second language as a language medium should be gradual in nature.

It is undoubtedly true that inadequate grasp of the language medium can lead to serious retardation in the learning of subject matter. Baker (1993: 198), for instance, attributes the low academic achievement among minority children in the United States of America and the United Kingdom to their poor mastery of English. Jeffcoate (1984: 54) maintains that minority students from working-class parentage do not enjoy equal opportunities in education due to their lack of competence in the language medium, which affects their educational attainment. Brint (1998: 295) is of the view that children cannot learn unless their basic language skills are adequate. Cummins (1984: 141–142) observes that most children characterized as learning disabled or learning disordered encounter language and academic problems, which are usually confined to context-reduced cognitively demanding situation. Taken together, all these are indicative of the destructive nature of a poor mastery of the language medium. As a result, children who lack the linguistic skills, but are otherwise intelligent and capable scholastically, may not be able to realize their full academic potentials. McNamara's (1966: 137) statement on the research findings on using a second language to teach mathematics puts the problem in the proper perspective.

In order to reduce the problem of inadequate grasp of the language medium, context-embedded pedagogy plays an important role. Although the use of context-embedded pedagogy can help to a certain extent in reducing the problem of inadequate grasp of the language medium, it is

by no means an ultimate solution in itself. This then brings us to the need of using bilingual approach to accommodate and facilitate learning through a second language. [4]

One important feature of bilingual education is that of language separation, whereby the usage of two language media is not mixed. Obviously, this is to avoid children from mixing the two languages indiscriminately, both by mixing words and phrases and by confusing word associations across languages. Some models of bilingual education involve repeated teaching of the same subject in both languages – e.g. one language is used in the morning while the other in the afternoon (Cohen, 1975: 18). There are also models, where different language media are used on an alternate day basis, i.e. teaching a subject matter in one language on one day and then continuing on to new content in that subject matter in the other language on the following day. Through language separation, it is hoped that children will eventually acquire the target language. As mentioned by Gonzales (1977) (cited in Cummins, 1979: 238), if languages are not separated, each will act as a crutch for the other with the result that the children may fail to develop full proficiency in either language. [9]

Target Language Teaching Problems

- A language full of limitations and rules:

- **A good teacher is a scientist that tries to prove your mistakes are correct instead of correcting them. A coin principle. The only thing able to prove your rightness is a mistake.**

Examples:

#1 The student asks why is the verb to be so specific that only this verb has unusual forms. Why can't we just add –s to it?

#2 Teacher: Tell me a sentence that starts with an "I".

- Student: I is the....

- Teacher: Stop! Never put 'is' after an "I". Always put 'am' after an "I".

- Student: OK. I am the ninth letter of the alphabet.

#3 How many letters are there in the Alphabet?

Killing the why's of a student, we are having their creativity and logical thinking dead. Most popular cases: Bear – an animal but nothing else; Spring – a temperate season; Kill – without a specific definition

- I saw a man on a hill with a telescope.

- I go to school. (I could be a student, a teacher, a headmaster and etc.)
- Times flies like an arrow, fruit flies like a banana.
- The indefinite article is underestimated. Same happened with the definite article.
- Learning the language totally strange to the current English world and culture: * not avoiding very * pupil * basic and boring expressions* improper tense sequence* absence of natural language skills*
Each student is a raw material for a mastermind to create a masterpiece.
- Why not we grab their valuable attention with the common explanation based on true facts that all of the third forms (past participle) of verbs are adjectives or luckily a single word can be in any role within grammar and vocabulary. What is the meaning of the phrase “Run or Run?”

We are missing the most vivid essence called “Etymology” - God beth with ye

Most effective ways to win learners’ attention: Stylistic devices; garden-path sentences, interactive video games, interactive materials, films, role plays, natural speech imitation (parody), funny riddles and idioms and their usage, changing the atmosphere or the class location, creating weird and extraordinary ways of teaching, trying to be unpredictable and unique, paradox, Oxymoron, Palindrome, Pangram, Lypogram and etc. [12]

* Was it a car or a cat I saw?

* Do geese see God?

* Rise to vote sir.

Multidirectional thinking...

Conclusion

Rapid changes are common in our world, and the standardized knowledge only gives us the either end of the lifeline. The “monstrous” vocabulary and grammar are taught that “tough” that everybody has the common result as not being able to use it properly. The programs are not focused on clear pronunciation even. Instead of saying anything we really want and need, we do it only in the way we are taught. And it makes our speech tedious and prolix.

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**THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES IN
NON-
PHILOLOGY FIELDS OF EDUCATION AND USE OF MODERN
INFORMATION TECHNOLOGIES**

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Abstract: *This article discusses several ways of effectively learning foreign languages, as well as some modern information technologies.*

Keywords: *Foreign language, independent language learning and teaching, non-philological education, modern information technologies, project, interest, activity, interactive methods.*

Аннотация: *В данной статье рассматриваются несколько способов эффективного изучения иностранных языков, а также некоторые современные информационные технологии.*

Ключевые слова: *Иностранный язык, самостоятельное изучение и преподавание языков, нефилологическое образование, современные информационные технологии, проект, интерес, деятельность, интерактивные методы.*

Annotatsiya: *Ushbu maqolada nofilologik ta'lim yo'nalishlarga xorijiy tillarni samarali o'rganishning bir qancha usullari, shuningdek, ba'zi zamonaviy axborot texnologiyalari o'rgatishni muhokama qilinadi.*

Kalit so'zlar: *chet tili, mustaqil tilni o'rganish va o'qitish, nofilologik ta'lim, zamonaviy axborot texnologiyalari, loyiha, qiziqish, faoliyat, interfaol usullar.*

INTRODUCTION

In today's globalized world, the ability to communicate effectively in multiple languages has become an increasingly important skill. As such, teaching foreign languages has become an essential component of modern education. Furthermore, the integration of modern information technologies in non-philological education has opened up new avenues for language learning and has expanded the possibilities for language education. In this article, we will discuss the importance of teaching foreign languages and the benefits of using modern information technologies in non-philological education.

LITERATURE ANALYSIS AND METHODS

Teaching and learning English in the research process is popular methods, internet sources were used. During the writing of the article, the principles of theoretical deductive conclusion, analysis and synthesis, logicity were used.

DISCUSSION AND RESULTS

First and foremost, learning a foreign language provides a wide range of benefits. Firstly, it is a key component in promoting cultural exchange and understanding. Language is not just a tool for communication it is also an important aspect of culture and identity. Learning a foreign language helps individuals to better understand the customs, beliefs, and values of other cultures. This understanding can promote empathy and tolerance, leading to increased respect for cultural diversity.

Secondly, learning a foreign language can improve cognitive abilities. Research has shown that language learning can enhance memory, problem-solving skills, and critical thinking. This is because learning a new language requires the brain to work in new and different ways, creating new neural pathways and strengthening existing ones. This can lead to improved cognitive flexibility and a better ability to adapt to new situations.

Thirdly, learning a foreign language can improve career prospects. In today's globalized economy, companies are increasingly looking for employees who can speak multiple languages. This is particularly important for businesses that operate internationally or deal with clients from diverse backgrounds. Knowing a foreign language can also open up new job opportunities in fields such as translation, interpretation, and international relations.

In addition, in the reform of the education system of the Republic, the coordination of educational programs based on foreign experience in accordance with international standards has become the basis for improving the system of higher pedagogical education. In the context of Uzbekistan, it is time to radically reform the quality of education based on foreign experience, taking into account our national mentality and traditions. In this regard, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 states: To stimulate research and innovation, to create effective mechanisms for the implementation of scientific and innovative achievements, to improve the quality of training, to create the necessary conditions for the training of qualified specialists in accordance with international standards, each higher education institution to establish close cooperation with educational institutions and develop students' creative abilities, effective use of interactive methods in working with young audiences, to provide them with quality education in a foreign language, to raise the level of higher education to an exemplary level and Improvements have been identified as key objectives.

Learning a foreign language allows individuals to communicate more effectively with people from different cultures and backgrounds. This is particularly important in fields like business, where cross-cultural communication is essential.

In today's global job market, knowing a foreign language can be a significant advantage when applying for jobs. Additionally, being proficient in modern information technologies can also be a valuable asset in many industries.

Learning a foreign language also provides individuals with insights into the culture and customs of the countries where the language is spoken. This can help promote greater understanding and appreciation of different cultures, which is increasingly important in a diverse and interconnected world.

Learning a second language has been shown to improve cognitive abilities, such as memory, problem-solving, and multitasking skills. Additionally, using modern information technologies can also help develop critical thinking and analytical skills.

Knowing a foreign language and being proficient in modern information technologies can open up new opportunities for travel and study abroad. This can provide invaluable experiences and broaden individuals' perspectives. [9]

In addition to the benefits of learning a foreign language, the integration of modern information technologies in non-philological education has revolutionized the way languages are taught. One of the biggest advantages of technology in language learning is the ability to provide personalized and adaptive learning experiences. With the use of artificial intelligence and machine learning, language learning platforms can adapt to the individual needs and learning styles of each student, providing targeted feedback and guidance.

Another advantage of technology in language learning is the ability to provide immersive and interactive experiences. Virtual reality and augmented reality technologies, for example, can provide simulated environments that allow students to practice their language skills in real-world situations. This can be particularly useful for language learners who do not have access to native speakers or who are not able to travel to countries where the language is spoken. [14]

Technology can also provide access to a wider range of language learning resources. With the use of online platforms and digital libraries, students can access a wealth of language learning materials, including

textbooks, videos, audio recordings, and interactive exercises. This can be particularly beneficial for students who are learning less commonly taught languages or who do not have access to traditional language learning resources.

Furthermore, technology can provide opportunities for collaborative and social learning. Social media platforms and online discussion forums, for example, can allow students to connect with other language learners from around the world, practicing their language skills and exchanging cultural knowledge. This can create a sense of community and support, which can be particularly important for language learners who may feel isolated or lacking in motivation. [17]

However, it is important to note that technology should not be seen as a replacement for traditional language learning methods. Rather, technology should be seen as a complementary tool that can enhance and support language learning. It is important for language educators to carefully integrate technology into their teaching practices, ensuring that it is used in a way that supports and enhances student learning

CONCLUSIONS AND SUGGESTIONS

In conclusion, teaching foreign languages and using modern information technologies in non-philological education is essential for preparing individuals for success in today's globalized world. With the growing importance of global communication and cooperation, it is more important than ever to equip students with the skills they need to communicate effectively with people from all over the world.

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**NOFILOLOGIK TA'LIM YO'NALISHLARIDA INNOVATSION
TEKNOLOGIYALARNING TA'SIRI HAMDA TIL
O'RGANISHNING OSON USULLARI**

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Annotatsiya: Maqolada innovatsion texnologiyalarning tasiri hamda til o'rganishning oson usullari ko'rsatib o'tilgan. Shuningdek, til o'rganishda innovatsion texnologiyalarning roli haqidagi malumotlarni olish mumkin.

Kalit so'zlar: Globalashuv, ESP, interaktiv metod, lingvistik bilimlar, eshitish sezgisi-analizator, ongli-qiyoslash metodi, magnitofon, visual.

Аннотация: В статье показано влияние инновационных технологий и простых методов изучения языка. Вы также можете получить информацию о роли инновационных технологий в изучении языка.

Ключевые слова: Глобализация, экстрасенсорное восприятие, интерактивный метод, лингвистическое знание, слухосенсорный анализ, сознательно-сопоставительный метод, магнитофон, зрительный.

Annotation: The article shows the impact of innovative technologies and easy methods of language learning. You can also get information about the role of innovative technologies in language learning.

Key words: Globalization, ESP, interactive method, linguistic knowledge, auditory sense-analysis, conscious-comparative method, tape recorder, visual.

KIRISH

Shiddat bilan o'zgarib borayotgan dunyoda yashay oladigan yoshlarni tayyorlash uchun asosiy vazifasini muayyan miqdordagi bilimlarni berishdan iborat deb hisoblaydigan an'anaviy ta'lim yo'sini mutlaqo yetarli emas. Chunki ilm-fan va texnika shu darajada rivojlandiki, endi odam biror fandagi eng asosiy tushunchalarni ham xotirasida saqlab qola olmaydi. Buning ustiga, tinimsiz o'zgarishlardan iborat bo'lib qolgan hayotga mustaqil qadam qo'yayotgan yoshlar ana shunday o'zgarishlarga ham intellektual, ham ma'naviy jihatdan tayyor bo'lmasa, raqobatlar kurashidan iborat dunyoda o'z o'rnini topolmasligi mumkin. Hozirgi kunda ta'lim tizimida boy tajribalar yig'ilgan. Chunonchi, ishbilarmonlik o'yinlari, kompyuterli

o'qitish, individuallashtirilgan o'qitish, insonparvarlik, hamkorlik, shaxsni erkin tarbiyalash va h.k. Ayniqsa, tilning hozirgi jamiyatdagi o'rnini aniqlash, sabablarini tushuntirish maxsus lug'at deb ataladigan so'zlar sonining tez o'sishi, maxsus maqsadlar uchun tillar nazariyasini yaratgan, ESP ning tilning tuzilishidagi o'rne va rolini aniqlash - bu muammolar tilshunoslar va boshqa tadqiqotchilarni jalb qilishda davom etmoqda. Til kabi hodisaning ko'p qirrali va murakkabligi bilan bog'liqlik, ya'ni bugungi kunda butunlay hal qilinmagan holda qolib, mohiyatini qoldirib va maxsus maqsadlar uchun til chegaralari noaniq va noaniqdir.

Asosiy qism

Yuqorida ta'kidlangan ESPning birinchi ta'rifi Widdowson, Hutchinson & Waters, Widdowson va Hutchinson & Waters tomonidan berilgan. Widdowson "ESP - bu tilning ma'lum bir sohasini tavsiflashning bir usuli va keyin bu tavsifdan talabalarni ushbu sohada talab qilinadigan cheklangan til kompetensiyasi bilan tanishtirish uchun kurs spetsifikatsiyasi sifatida foydalanish." deb ta'rif bergan. Hutchinson va Waters ESP mahsulotdan ko'ra ko'proq yondashuv ekanligini ta'kidladilar.

Hutchinson va Waters ESPning quyidagi ta'rifini taklif qiladilar: "Maxsus maqsadlar uchun ingliz tili - bu til o'rganishga yondashuv bo'lib, unda kurs

mazmuni va foydalaniladigan usullar bo'yicha barcha qarorlar talabalarni til o'rganish jarayonini boshlashga undagan sabablarga asoslanadi.”

Ushbu ta'rif bizga ESP ning asosiy xarakterli xususiyati - bu talabalarning tilni o'rganishni boshlashiga turtki bo'lgan ehtiyojlari va maqsadlarini tahlil qilish degan xulosaga kelishimizga imkon beradi.

O'z navbatida, Robinson ESPni ikkita mezon nuqtai nazaridan ko'rib chiqishni taklif qiladi:

1. ESP deyarli har doim belgilangan maqsadlarga erishishga qaratilgan jarayon.

2. ESP kurslari talabalarning talab va ehtiyojlarini tahlil qilish asosida ishlab chiqiladi, ular o'z navbatida talabalarning ingliz tilini o'rganishning oraliq bosqichida nimalardan o'tishlari asosida aniqlanadi, shuningdek, o'quvchilarning tabiatini tushunish uchun ma'lum xususiyatlar hisobga olinadi. ESP kurslarining vaqt chegarasi va bir-biri bilan bog'liq bo'lishi kerak bo'lgan vaqt va maqsadlar kursi o'rtasidagi munosabatlardir.

Muhim jihati shundaki, bunday kurslar katta yoshdagi talabalar orasida bir hil guruhlarda o'tkaziladi va birinchi navbatda ularning kasbiy yoki boshqa yuqori ixtisoslashgan faoliyati bilan bog'liqdir.

Eng maqbul va to'liq bu Evans va Jon tomonidan taklif qilingan ta'rif bo'lib, ular ESPni mutlaq va o'zgaruvchan xususiyatlar to'plami deb hisoblashadi.

Shu bilan birga, ma'lum bir mavzudagi o'zaro bog'liqlik, o'ziga xoslik, aniqroq bo'lishiga qaramay, ESP va boshqa maxsus maqsadlar uchun tillar milliy tillar asosida mavjud bo'lib, ular bir-birini istisno qiluvchi hodisa sifatida emas, balki bir- birini to'ldiruvchi sifatida qaralishini sezmaslik mumkin emas.



Dars bu ta'limning asosiy tashkiliy shakli hisoblanadi. Dars jarayonida guruhga ajratilgan va individual tarzda bo'lishi mumkin. Bu har ikki holatda ham albatta innovatsion texnologiyalarning o'rni bor. Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o'qitilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ko'rinishlari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va akademik litsey o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Mutaxassislar fikricha, axborot - kommunikatsiya texnologiyalari talabalarni diqqatini jamlashga, qiziqtirishga, mustaqil fikr yuritishga, ijodkorlik faoliyatlarini yanada rivojlantirishga, axborot olish, uni qayta ishlash, umumlashtirish, xulosa chiqarishga o'rgatadi. Ta'lim jarayonida elektron darsliklar qanchalik mukammal bo'lsa, u yosh avlodning dunyoqarashi, intellektual salohiyati shunchalik rivojlanishiga xizmat qiladi. Demak, bugun elektron multimedia sirlarini nazariy jihatdan puxta o'rganib, amaliyotda yetarli darajada qo'llash maqsadga muvofiqdir. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Ta'lim jarayoniga zamonaviy — kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innovatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Xo'sh innovatsion texnologiyalarni va undan qanday qilib dars o'tish kerak degan savol tug'iladi. Innovatsion texnologiya ta'lim tarbiya shakllari, metod va usullariga yangicha yondoshish degan manoni bildiradi. Innovatsion texnologiyalar pedagogic jarayon hamda o'qituvchi va talaba faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda asosan interaktiv metodlardan (hamkorlikjarayoni) to'liq foydalaniladi. Innovatsion texnologiyalardan foydalangan holda dars o'tsa dars o'quvchining xotirasida qolishi osonlashadi hamda asosiysi o'qituvchi va o'quvchi mushtarakligiga erishish, o'quvchilarni fanga qiziqtirish, ta'limga bo'lgan munosabatni o'zgartirish va axborot texnologiyalardan samarali foydalanishni o'rganishdir. Hozirgi kunda chet tili ixtisosini egallamoqchi

bo'lgan talaba o'rganayotgan til bo'yicha quyidagi bilim, ko'nikma va malakalarni o'zlashtiradi.

I. Nutq faoliyat turlari(4 asosiy)

II. Til matreali(leksika,gramatika,fonetika)

III. Lingvistik bilimlar(leksikologiya,gramatika,fonetika)

IV. Chet tili o'qitish metodikasi.(pedagogik amaliyot) (Д.Д.Джалолов, Методическая разработка для групповых руководителей) Hozir bizning oldimizda turgan masala esa chet tillarida innovatsion texnologiyalaridan qanday qilib foydalaniladi va qanday samaradorlikka erishiladi degan savolga javob berishdir.

Ingliz tili fanini rivojlantirish uchun mamlakatimizda 1- sinfdan boshlab ingliz tili fani o'tilmoqda. 1-sinflar uchun o'yin shaklidagi kompyuter matereallardan foydalangan holatda dars o'tilsa o'quvchi uchun dars jarayoni qiziqarli va tushunarli bo'ladi. Inson ma'naviy kamolotga odatda, eshitish, ko'rish,va qolaversa, o'qish orqali erishadi. Chet tillarini o'rgatishda ham 4 bosqich eshitish (listening), gapirish(speaking), o'qish(reading), yozish(writing) mahoratini oshirish kerak bo'ladi. Bu mahoratni oshirishda esa innovatsion texnologiyalarning o'rni beqiyosdir.

ESHITISH(LISTENING)-bu mahoratni rivojlantirishda innovatsion texnologiyalardan qanday foydalaniladi? Avvalo tinglab tushunish 3 boqichli faoliyat bo'lib, umumiy eshituv idroki,so'zlarning tovush tomonini farqlash va mohiyatni anglash orqali nutqdagi mazmunni idrok etadi(Jamol Jalolov,Chet tilio'qitish metodikasi 221b)Tinglash uchun audio matnlarni tanlashda yoki yaratishda gap ko'p.Buning uchun esa innovatsion texnologiyalarning ahamiyati katta.Eshitish sezgisi va analizator orqali axborot olishning asosiy manbalariga auditiv texnikaviy qurollardan magnitofon va grammafonlardan, radio, kinofilm va television ko'rsatuvlar xizmat qiladi.



Gapirish(speaking) da ham zamonaviy texnologiyalardan foydalanamiz ya'ni ijtimoiy tarmoqlardan (by talk, speaky,English speaking practice,talk

now)nafaqat mamlakatingizdagi til o'rganuvchilar balki milliy tili ingliz yoki boshqa chet tili bo'lgan odamlar bilan gaplashib speaking mahoratni oshirish mumkin. Bu tarmoqlar orqali nafaqat speking skillni balki chat xizmati orqali writing mahoratini ham oshirish mumkin.Dars jarayonida esa texnologiyalardan o'yin orqali gapirish mahoratini oshirish mumkin. Masalan kompyuterda 1 dan 30 gacha raqamlar berilgan bo'lib, raqamlar ostida malum mavzuda topic yashiringanbo'ladi.Biror bir talaba chiqib istalgan raqamni tanlab mavzu bo'yicha o'z fikrlarini gapirib beradi.Mavzu tanlashda esa o'quvchilarning yoshi va bilim darajasi hisobga olingan bo'lishi shart. [16]

O'QISH(READING) -zamonaviy texnologiyalardan foydalangan holda reading mahoratimizni oshirish imkoniyatida video,film,multifilm va boshqa ko'rsatuvlarini ko'rish orqali yani videolar ostida ko'rsatiladigan yordamchi matnlardan foydalangan holda rivojlantirishimiz mumkin . Bazibir talabalarimizda visual (ko'rish orqali o'rganish)qobiliyati rivojlangan bo'ladi va ular ko'rib, o'qib olish orqali o'rganadilar.

YOZISH(WRITING)- mahoratida ayniqsa ijtimoiy tarmoqlarning o'rni beqiyos.Misol uchun, telegram yoki electron pochta orqali chet tilini o'rganishda do'stlarimiz orqali suhbatlashamiz. Email orqali xat,taklif va murojatnomalar yuboramiz.Bu esa writing mahoratining oshishiga yordam beradi. Internet orqali keladigan writing mashqlar va kitoblar ham biz uchunfoydali.



Til o'rganishda innovatsion texnologiyalarning o'rni katta hisoblanadi.Nafaqat o'z yurtimizdagi maktab, litsey,universitlarda o'qish uchun balki chet el bilim maskanlarida o'qish uchun foydali.Chet elga bormasdan ham online zamonaviy texnologiyalar orqali masofaviy o'qish mumkin.Ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yar ekan, kelgusida yosh kadrlar bo'lajak

o'qituvchilar innovatsion texnologiyalardan samarali foydalanish yo'llarini yanada mukammalroq ishlab chiqishi bilan o'z xissasini qo'shishi mumkin. [21]

XULOSA

Xulosa qilib aytganda hozirgi 21-asr texnologiyalar asrida barcha odamlar filolikmi nofilolikmi barcha barchasi xorijiy tillarni o'rganish faqatgina foyda keltirishini tushunib yetishgan. Bu ularga ish faoliyatida faqatgina qulaylik hamda samara keltirmoqda. Xususan O'zbekistonda bitta xorijiy tilni bilmasangiz siz dunyodan uzilgan odamga aylanib qolasiz.

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Использование ИКТ на уроках иностранного языка

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Важность использования современных информационных технологий в обучении иностранным языкам в направлениях нефилологического образования.

Аннотация: Статья посвящена важности использования информационных технологий в обучении иностранным языкам. По сравнению с традиционными методами, использованными в предыдущих исследованиях, описано, что обучение с использованием информационных технологий имеет ряд преимуществ, а использование их в раннем детстве повысило особенности мышления и восприятия подрастающего поколения, выросшего в среде современных цифровых средств.

Аннотация: мақола чет тилларини ўқитишда ахборот технологиялари дан фойдаланишнинг аҳамиятига бағишланган.

Олдингита дқиқотларда қўлланилган анъанавий усуллар билан таққослаганда, ахборот технологиялари дан фойдаланган ҳолда ўрганиш бир қатор афзалликларга эга эканлиги ва улардан ерта болалик даврида фойдаланиш зам

онавий рақамли оммавий ахборот воситалари муҳитида ўсган ёш авлоднинг фикрлаш ва идрокхусусиятлари ниоширган лигитас вирланган.

Annotation: The article is devoted to the importance of using information technologies in teaching foreign languages. Compared with the traditional methods used in previous studies, it is described that learning using information technologies has a number of advantages, and their use in early childhood increased the thinking and perception characteristics of the younger generation who grew up in the environment of modern digital media.

Ключевые слова: метод, интерактивный метод, игры, нетрадиционные уроки, мультимедия, компетенция.

Калит сўзлар: усул, интерактив усул, ўйинлар, ноанъанавий дарслар, multimedia, компетенция.

Key words: method, interactive method, games, non-traditional lessons, multimedia, competence.

Введение

В настоящее время знание одного из иностранных языков позволяет подрастающему поколению приобщаться к мировой культуре современной личности, общаться с друзьями, родственниками и коллегами, проживающими в зарубежных странах, а также учиться в высших учебных заведениях зарубежных стран, участвовать в различных конкурсах и грантах, узнавать новости из журналов, издаваемых на иностранных языках по специальности. Мы живем в век информационных технологий, когда современный подросток является продуктивным и активным пользователем социальных сетей, мобильных приложений и компьютерных программ и гаджетов. Если говорить об образовательной сфере, то современный педагог использует компьютерные технологии, конечно, для того, чтобы создать возможность донести уроки из предмета, который он преподаёт, интересно, легко и понятно аудитории, повысить профессиональную компетентность учителя и расширить круг преподаваемых предметов. Компьютерные технологии дают возможность для развития общества, в частности, для подрастающего поколения приобретать современные знания, регулярно получать информацию

из мировых сообщений, иметь дополнительную информацию по предмету из Интернета, не полагаясь исключительно на учебники при выполнении поставленных задач. В настоящее время компьютерные технологии проникают во все сферы человеческой деятельности и формируют глобальное информационное пространство. Знание языков и компьютерных технологий является одним из важных факторов уровня образования любого современного специалиста.

Методы исследования

Использование компьютерных технологий в обучении, в частности, иностранным языкам в значительной мере изменило подходы к разработке учебных материалов по русскому языку. ИКТ позволяют более полно реализовать целый комплекс методических, дидактических, педагогических и психологических принципов, делает процесс познания более интересным и творческим, позволяет учитывать индивидуальный темп работы каждого обучаемого.

Практическое использование ИКТ предполагает новый вид познавательной активности учащегося, результатом которой является открытие новых знаний, развитие познавательной самостоятельности учащихся, формирование умений самостоятельно пополнять знания, осуществлять поиск и ориентироваться в потоке информации.

Внедрение ИКТ способствует достижению основной цели модернизации образования – улучшению качества обучения, увеличению доступности образования, обеспечению гармоничного развития личности, ориентирующейся в информационном пространстве, приобщенной к информационно-коммуникационным возможностям современных технологий и обладающей информационной культурой.

Использование информационно-коммуникационных технологий на уроках русского языка способствует повышению мотивации учащихся и активизации их речемыслительной деятельности, эффективному усвоению учебного материала, формированию целостной системы знаний, позволяет увеличить темп работы на уроке без ущерба для усвоения знаний учащимися.

Эти технологии открывают широкие возможности преподавателям, которые ищут в данных технологиях дополнительные средства для

решения своих профессиональных задач. Новейшие информационные технологии в обучении позволяют активнее использовать научный и образовательный потенциал ведущих университетов и институтов, привлекать лучших преподавателей к созданию курсов дистанционного обучения, расширять аудиторию обучаемых.

Проанализировав опыт применения ИКТ на уроках иностранного языка и во внеурочное время, можно сделать вывод:

- мультимедийные технологии ускоряют процесс обучения;
- способствуют резкому росту интереса учащихся к предмету;
- улучшают качество усвоения материала;
- позволяют индивидуализировать процесс обучения;
- дают возможность избежать субъективности оценки.

Результаты.

Таким образом, внедрение компьютерных технологий создает предпосылки для интенсификации образовательного процесса. Они позволяют на практике использовать психолого-педагогические разработки, обеспечивающие переход от механического усвоения знаний к овладению умением самостоятельно приобретать новые знания. Компьютерные технологии способствуют раскрытию, сохранению и развитию личностных качеств обучаемых.

В настоящее время идет активный процесс информатизации в области образования, который предполагает интенсивное внедрение и применение новых информационных технологий, использование всех средств коммуникаций, которые могут быть полезны в формировании интеллектуально развитой личности, хорошо ориентирующейся в информационном пространстве. Стремительное внедрение информационных процессов в различные сферы жизни требует разработки новой модели системы образования на основе современных информационных технологий. Речь идёт о создании условий для раскрытия творческого потенциала учащегося, развития его способностей, воспитания потребности самосовершенствования и ответственности. Знания и квалификация становятся приоритетными ценностями для человека.

Соответственно и система образования должна быть нацелена не столько на усвоение суммы готовых знаний, сколько на формирование интеллектуальных умений, умений самостоятельной

познавательной деятельности. Это иная система образования по сравнению с той, которая была востребована обществом ранее. Применение новейших средств информационной технологии в различных сферах человеческой деятельности, в том числе и в образовании, приобретает все большую актуальность. В отечественных и зарубежных изданиях компьютеризация учебного процесса рассматривается как один из актуальных факторов организации обучения.

С каждым годом в области преподавания иностранного языка появляется все больше разновидностей методов и форм дистанционного обучения с применением новых информационных технологий. Они представляют собой не только отдельные технические средства или системы обмена и передачи информации, с помощью которых осуществляется учебный процесс, но и целостную систему методов обучения, направленных на развитие коммуникативных компетенций учащихся, развитие навыков речи. Увеличение количества видов речевой деятельности, сфер, для осуществления которых требуется владение иностранным языком, интеграция и интернационализация различных областей жизнедеятельности повышают требования к качеству преподавания иностранного языка в неязыковых вузах.

При обучении иностранному языку необходимо учитывать его особенности. Так как спецификой овладения иностранным языком является его двойственность (с одной стороны, изучение лингвистической структуры, с другой — развитие речи), встает вопрос о поиске оптимальных методов обучения с учетом психологических факторов развития речи и сознательного овладения лингвистическими структурами. Поскольку язык есть средство коммуникации, общения, а речь есть способ этой коммуникации, то овладение этими коммуникативными средствами возможно только при создании коммуникативных проблемных учебных ситуаций.

Опыт работы показывает, что использование различных электронных источников и средств вызывает интерес у студентов, повышает их мотивацию к учебе. Однако следует отметить, что их использование в учебном процессе различное: от полного

дистанционного обучения до частичного использования на лекциях и семинарах.

Технологии более не являются частью будущего, и учителя должны приложить усилия, чтобы стать “грамотными” в их применении и внедрять их в процесс преподавания и обучения. Использование новых информационных технологий расширяет рамки образовательного процесса, повышает его практическую направленность.

Заключение

В заключение можно сказать, что использование разнообразных средств информационных технологий на занятиях иностранного языка способствует повышению интереса учащихся к предмету и эффективному формулированию всех видов речевой деятельности, а также формированию у них устойчивых умений самостоятельной работы.

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**OLIY, O'RTA MAXSUS VA PROFESSIONAL TA'LIM
MUASSASALARIDA ZAMONAVIY PEDAGOGIK
TEXNOLOGIYALARNI QO'LLASH, TA'LIM SIFATI VA
MAZMUNINI TAKOMILLASHTIRISHNING ILMIY NAZARIY
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Annotatsiya: Ushbu maqolada O'zbekiston Respublikasida xorijiy tillarni o'rganish uchun zarur bo'lgan ta'lim jarayonlariga innovatsion texnologiyalar va usullarni joriy etish orqali ta'lim samaradorligini oshirish masalalari yoritilgan.

Kalit so'zlar: chet tili, o'yin, innovatsion texnologiyalar, texnologik vositalar, usullar, usullar.

Аннотация: В данной статье освещаются вопросы повышения эффективности образования путем внедрения в учебные процессы инновационных технологий и методов, необходимых для изучения иностранных языков в Республике Узбекистан.

Ключевые слова: иностранный язык, игра, инновационные технологии, технологические средства, методы, методы.

Abstract: This article highlights the issues of improving the efficiency of education by introducing innovative technologies and methods into the educational processes necessary for learning foreign languages in the Republic of Uzbekistan.

Key words: foreign language, game, innovative technologies, technological means, methods, methods.

XXI век это время, когда современные технологии стремительно развиваются и находят свое отражение во всех сферах. В этом глобализированном обществе спрос на изучение иностранных языков растет с каждым днем.

Послание Президента Республики Узбекистан Шавката Миромоновича Мирзиёева 19 мая 2021 года В соответствии с Государственной программой «Год поддержки молодежи и защиты населения» разработка языковых обучающих продуктов в устойчивом направлении образовательной политики, развитие в

этом направлении. Принимая во внимание качество образования, подготовка квалифицированных педагогов в данной области имеет особое значение для повышения поддержки населения в сфере изучения языков. В преподавании иностранных языков в нашей стране начался новый этап, новая эра. В процессе обучения на занятиях по иностранному языку требуется производство передовых педагогических технологий, интерактивных, инновационных методов, коммуникативно-информационного производства. В нашей республике разработаны новые методики и требования в соответствии с едиными европейскими рекомендациями (ОР) по знаниям учителей иностранных языков и развитию ДО. По нему созданы учебники для учащихся общеобразовательных школ и профессионально-технических училищ. Все три классные комнаты были оснащены новыми информационными и коммуникационными технологиями. Наука об иностранном языке делится на четыре аспекта (чтение, письмо, аудирование и говорение), и для каждого из них даются разные навыки. Значение передовых современных технологий в обучении иностранным языкам неизмеримо. В образовательном процессе Zero технологии играют несравненную роль в приобретении знаний и расширении возможностей на каждом факультете изучения иностранных языков. Например, без компьютера, проигрывателя или компакт-диска невозможно практиковать навыки аудирования. Аудирование — одна из самых важных частей изучения языка. При этом от читателя требуется обращать внимание на произношение говорящего, соблюдение грамматики, лексики и ее значений. В сегодняшнем процессе глобализации Интернет охватил все аспекты нашей жизни. Среди молодого поколения актуальным вопросом стало рациональное использование социальных сетей и различных сайтов при изучении иностранных языков. Особенно можно использовать возможность общения с носителями иностранного языка через Интернет, развивать разговорные навыки, совершенствовать письменные упражнения, написав письма по электронной почте. Например, организация урока с использованием слайдов, использование методов, привлекающих учащихся к началу урока иностранного языка (разминка), содержательная организация урока за счет использования разноцветных экспонатов, побуждение учащихся к

полному прочтению темы. Кроме того, доказано, что организация учебных процессов в школах посредством интерактивных игр дает весьма положительные результаты.

Известно, что уроки на основе различных игр не только раскрывают возможности творческого и критического мышления учащихся, но и развивают их способность концентрироваться и находить выходы из проблемных ситуаций. Потому что в основе использования игр лежит деятельность, активизирующая и ускоряющая учащегося. По мнению психологов, психологические механизмы игровой деятельности опираются на фундаментальные потребности человека в самовыражении, обретении устойчивого места в жизни, самоконтроле, реализации своих возможностей. Любая игра должна строиться на общепринятых воспитательных принципах и тактике. Развивающие игры должны быть основаны на учебных предметах. В процессе игр учащийся более заинтересован в этой деятельности, чем на обычном занятии, и ведет себя более свободно. Это облегчает работу со студентами, которые застенчивы по своей природе и не легко вливаются в команду. Это играет важную роль в повышении их предпринимательских навыков. Следует отметить, что игра – это, прежде всего, метод обучения. Роль современных технологий в изучении и преподавании языков несравнима. Использование технологических инструментов полезно во всех аспектах изучения иностранного языка (чтение, аудирование и говорение). Например, чтобы слушать и понимать, конечно же, без компьютера, проигрывателя, CD-дисков этот процесс не осуществить. Понимание на слух является одной из самых важных частей изучения языка. При этом от читателя требуется обращать внимание на произношение говорящего, соблюдение грамматических правил, словарный запас и его значения. Важным фактором использования современных технологий в образовательном процессе является то, что обучающиеся хорошо знают информационно-коммуникационные технологии и умеют ими пользоваться. Преподавание и изучение иностранного языка с использованием современных технологий – один из самых плодотворных способов. В этом процессе, в том числе: - при использовании компьютеров учащийся может смотреть и слушать иноязычные видеоролики, демонстрации, диалоги,

фильмы или мультфильмы; — можно слушать и смотреть радиопередачи и телепрограммы на иностранных языках; - использование магнитофонов и кассет, которые считаются более традиционным методом; - Можно использовать проигрыватели компакт-дисков.

На сегодняшний день существует несколько различных методик инновационных образовательных технологий. Если использовать широкие и разнообразные приемы для освещения темы на уроках, то эффективность урока будет высокой и будет обеспечено повышение интереса учащихся к уроку. Он призван повысить эффективность образования за счет внедрения инноваций в образовательный процесс и их реализации. Использование различных ролевых, подвижных игр на занятиях по иностранному языку повышает интерес к уроку и к изучению языка. Это помогает учащимся общаться с другими, работая в парах или небольших группах. Использование графических органайзеров в учебном процессе является одним из важнейших способов освещения темы и донесения ее до учащихся. Также можно использовать несколько разных графических органайзеров для освещения одной и той же темы. При обучении иностранному языку уместно использовать графические органайзеры для объяснения новых слов и грамматических правил, связанных с темой. Их также легче запомнить, если они представлены в виде графических органайзеров. Эффективность использования различных таблиц в процессе обучения иностранному языку также высока. Используя таблицы в учебном процессе, учащиеся могут усвоить определенное грамматическое правило, например, составлять предложения с использованием времен, расставлять новые слова.

Студенты с интересом участвуют в игровых занятиях, стремятся к победе, а в конечном итоге обогащают свои знания и умения. Например, в процессе участия в игре на английском языке у студента укрепляется уверенность в себе, у него появляется мотивация, что он может говорить, слушать, понимать и писать на этом языке. [2]. Мы знаем, что в современном образовательном процессе студент должен быть субъектом. Использование более интерактивных методов повысит эффективность обучения. Одним из важнейших требований к занятиям иностранным языком является

научить студентов мыслить самостоятельно и творчески. Сегодня учителя иностранных языков в нашей республике, опираясь на опыт педагогов Соединенных Штатов Америки и Англии, используют следующие инновационные методы: - «Творческое решение задач» при использовании этого метода читается начало рассказа, каков конец, и это будет передано на суд студентов. Это, в свою очередь, имеет большое значение в развитии у учащихся умения самостоятельно мыслить – «Веселые загадки» разгадывания загадок учащимся имеет неоценимую роль в обучении иностранному языку. [8] При запоминании загадок увеличивается словарный запас школьника, кроме того, загадки очень важны для укрепления памяти. «Быстрые ответы» помогают закрепить тему урока; – «Chigalyozdi» («Разминочные упражнения») используют различные игры на уроках, чтобы заинтересовать учащихся уроком, адаптировать учащихся к теме до начала урока.

служит [13]; - «Пантомима» (пантомима) этот метод можно использовать на уроке, где нужно объяснить очень сложные темы или когда выполняются письменные упражнения и учащиеся устали; - метод «Рассказ-цепочка» помогает учащимся развивать устную речь;

- Метод «Актерские роли» можно использовать на всех типах уроков. В целях обучения профессии на уроке могут участвовать и беседовать с учащимися люди таких профессий, как «Устный переводчик», «Переводчик», «Писатель», «Поэт»; - На «встречу мыслителей» могут быть «приглашены» такие поэты и писатели, как У. Шекспир, А. Навои, Р. Бернс. В такое время использование сказанных ими на уроке мудрых слов поможет молодым людям стать совершенными людьми; - метод «Когда говорят картинки» очень удобен для обучения английскому языку, ученику, учителю помогает в развитии устной речи школьники, для этого необходимо использовать картинки по теме; - Карточки-викторины распределяются по количеству учащихся и позволяют всем учащимся участвовать в уроке одновременно, обеспечивают внимание всем учащимся и экономят время [16]. Каждая инновационная технология имеет свои преимущества. Во всех таких методах предусматривается сотрудничество учителя и ученика и активное действие ученика в образовательном процессе.

В результате использования инновационных технологий и методов на занятиях по иностранному языку у студентов развиваются навыки логического и творческого мышления, их речь становится беглой, формируется умение быстро и правильно отвечать. За счет нетрадиционной организации занятий с использованием разных методов можно избежать скучных занятий. Это создает основу для роста интереса к изучению иностранных языков у подрастающего поколения, желания учиться, эффективной организации уроков. В результате учащийся будет основательно подготовлен к уроку, а эффективность усвоения резко повысится.

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NOFILOLOGIK YO'NALISHDAGI TALABALAR BILAN ZAMONAVIY TEXNOLOGIYALAR YORDAMIDA TEZ VA SIFATLI O'RGANISH USULLARI

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7M-ETE-22 guruh talabasi

Annotatsiya: Hozirgi kunda pedagogikada zamonaviy axborot texnologiyalaridan keng foydalanish talabalarga ko'p qulayliklarni keltirib chiqazmoqda. Bu maqolada asosan nofilologik yo'nalishdagi talabalarga sifatli ta'lim berish va qisqa fursatda o'rganish haqida metodlar keltirilgan.

Kalit so'zlar: nofilologik ta'lim muassasalari, harakatlar strategiyasi, xalqaro standartlar, lingvistik ma'lumot, eksrtalingvistik ma'lumot.

Аннотация: В настоящее время широкое использование современных информационных технологий в педагогике приносит много удобств учащимся. В данной статье представлены методы обеспечения качественного образования и краткосрочного обучения студентов нефилологических специальностей.

Ключевые слова: нефилологические образовательные учреждения, стратегия действий, международные стандарты, лингвистическая информация, экстралингвистическая информация.

Abstract: Nowadays, the widespread use of modern information technologies in pedagogy brings many conveniences to students. This article presents methods of providing quality education and short-term learning to students of non-philology majors.

Key words: non-philological educational institutions, action strategy, international standards, linguistic information, extralinguistic information.

Chet tillarni o'rganishning asosiy maqsadi talabalarning kommunikativ madaniyatini rivojlantirish. O'qituvchining foydalanish har bir talaba uchun tilni amaliy o'rganish uchun sharoit yaratish, har bir talabaning o'z qobiliyati, ijodkorligini namoyish etish imkonini beradi bunday ta'lim usullarini tanlashdir. O'qituvchining ma'naviyatini rivojlantirishdir. Talabalarga xorij tillarini o'qitishda quyidagi metod va usullarni taqdim

qilish mumkin. Hamkorlikda o'qitish, boshqarish usullari, yangi axborot texnologiyalari , Internet resurslaridan yuklash , masofaviy o'qitish kabi zamonaviy pedagogik va axborot texnologiyalari shaxsiy yo'naltirilgan , differentsiatsiya ta'lim ishlab chiqarishni amalga oshirishga yordam beradi . Respublikamiz ta'lim tizimini isloh qilishda xorijiy tajribalarga asoslangan xalqaro standartlarga mos keluvchi o'quv dasturlari bilan muvofiqlashtirish oliy pedagogik ta'lim tizimini takomillashtirishga asos bo'ldi. O'zbekiston sharoitida milliy mintalitetimiz, urf-odatlarimizni inobatga olgan holda xorijiy tajribalar asosida ta'lim sifatini tubdan isloh qilish davr talabidir. Bu borada 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasida mamlakatimizda “ ...ta'lim va o'qitish sifatini baholashning xalqaro standartlarini joriy qilish asosida oliy ta'lim muassasalari faoliyatining sifati hamda samaradorligini oshirish, ilmiy tadqiqot va innovatsion faoliyatni rag'batlantirish, ilmiy va innovatsion yutuqlarni amaliyotga joriy qilishning samarali mexanizmlarini yaratish...”, kadrlar tayyorlashning sifat darajasini oshirish, xalqaro standartlar asosida malakali mutaxassislar tayyorlash uchun zarur shart- sharoitlarni yaratish, har bir oliy ta'lim muassasasi jahonning yetakchi ilmiy-ta'lim muassasalari bilan yaqin hamkorlik aloqalari o'rnatishi va talabalarning kreativlik qobiliyatlarini rivojlantirish, yoshlar auditoriyasi bilan ish olib borishda interfaol usullardan samarali foydalanish, ularga chet tilidan sifatli ta'lim bera olish, oliy ta'lim darajasini namunali bosqichga olib chiqish va tubdan takomillashtirish asosiy vazifalar sifatida belgilandi [1].

Ilmiy-tadqiqot metodlari: Barcha sohalarida mutaxassislar tayyorlash jarayonlarida ta'lim tizimi ustuvorligini, jumladan, chet tillarini o'qitishning yangi texnologiya- mexanizmlarini joriy etishni ta'minlash muhim ahamiyat kasb etadi. Zero, xalqlar o'rtasidagi aloqa, ma'naviy va boshqa muloqotlar til orqali namoyon bo'ladi. Oliy o'quv yurtlarida ingliz tili o'rgatishni maqsad va vazifalari hisobga olingan holda, ularni 2 guruhga ajratish mumkin:

- 1.Chet tili –ingliz tili bo'yicha mutaxassis tayyorlovchi universitet, institut, fakultetlar.
- 2.Chet tili- ingliz tili bo'yicha mutaxassis tayyorlamaydigan nofilologik ta'lim muassasalari.

Oliy ta'lim muassasalarida chet tillar o'qitish o'z oldiga 1) amaliy yoki kommunikativ, 2) umumta'lim berish, 3) tarbiyalash, 4) hosil qilingan malaka va ko'nikmalarni boshqa maqsadlarda ishlatilishni, ya'ni rivojlantirish maqsadlarini qo'yadi. Umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlar kommunikativ maqsadni amalga oshirishda sodir bo'ladi. Bu 4 ta maqsadlarni kengroq ko'rib chiqamiz:

1. Kommunikativ (amaliy) maqsad: Bu maqsad orqali talabalarda ingliz tili materiallari bo'yicha malaka, ko'nikma hosil qilinadi. Talabalar leksik, grammatik talaffuz materiallarini nutqda o'zlari mustaqil qo'llay olishlari kerak. Inglizcha og'zaki nutq, o'qish, yozuv ko'nikmalari hosil qilinadi.

2. Umumta'limiy maqsadi: Bu maqsad orqali o'quvchilarning tafakkurini yanada o'stirish, ingliz tilidan ma'lumot olish va berish, ingliz tilini yanada chuqurroq anglab olish, ingliz tili haqidagi yangi bilimlar hamda tili o'rganilayotgan mamlakat xalqining tarixi, adabiyoti va madaniyati haqida tushuncha va ma'lumotlar olish hisobiga talaba o'quvchilar dunyoqarashini kengaytirish tushuniladi. Talabalarning anglash, fikrlashini o'stirish, dunyoqarashini kengaytirish chet tili hisobiga yoki ingliz tilida bo'ladi.

3. Tarbiyaviy maqsad: Bu maqsad chet tili — ingliz tili darsida baynalminal, axloq va estetik tarbiya berish hamda mehnatga munosabatini tarbiyalashni ko'zda tutadi. Albatta, bular ingliz tili — materiallari orqali inglizcha nutq mavzusini, inglizcha matnlar mazmunini tahlil qilish orqali amalga oshiriladi. [1]

4. Rivojlantiruvchi maqsad: Bu maqsad o'quvchi, talabalarni shaxsan bilish o'rganish, o'rgatish yo'l-yo'riqlarini belgilab beradi. U til faktlarini tahlil qilish, umumlashtirish, mustaqil xulosa chiqarish, tinglash, nutq, harakat malakalarini rivojlantiradi. U tasavvur qilish, nutq vaziyatini tuzish orqali o'rgatishni, nutqda mantiqiy bog'liqlik bo'lishini, mustaqil fikr qila olishni, so'zlar ma'nosini fahmlab topishni, lug'at, qo'llanmalar bilan mustaqil ishlashni hamda fakultativ mashg'ulotlarga, sinfdan tashqari ishlarga mustaqil tayyorlanishni, ularni o'tkazishni rivojlantiradi. Yuqoridagi to'rtga maqsad doimo bir-birini to'ldirib turadi, bir-biri bilan aloqada bo'ladi. Har bir darsda o'rgatiladigan, qaytariladigan inglizcha til materiallari, nutq faoliyatlari orqali shu to'rtta maqsadlar amalga oshirilishi kerak. [6]

Natijalar: Talabalar oliy ta'lim muassasasini tugatayotganlarida inglizcha fikrni og'zaki, yozma qabul qila olishi, tushuna olishi va og'zaki, yozma ravishda bayon qila olishi talab qilinadi. Tillarga ixtisoslashmagan oliy ta'lim muassasalarida dars soatlarining soni shu muassasalarga oid dasturlarda beriladi. Nofilologik ta'lim muassasalarda chet tillari maxsus dastur va darsliklar asosida o'qitiladi. Bunday ingliz tili maxsus nofilologik ta'lim muassasalarimiz uchun hali dastur va darsliklarishlab chiqilmaganligi uchun o'zbek tilida o'qitiladigan bunday ta'lim muassasalarida o'qituvchilar o'zlari yo'nalishning xususiyatinihisobga olib, turli xil darsliklar, qo'llanmalarni tanlab foydalanmoqdalar. [8]

Hozirgi davrda chet tili o'qitishni tubdan o'zgartirishni ko'zda tutadi. Uning quyidagi 3 ta talabi bor.

1. Chet tili o'qitish ilmiy saviyasini va amaliyyo'nalishda bo'lishini oshirish;
2. Chet tili predmetining tarbiyaviy tomonini kuchaytirish;
3. Chet tili o'quv predmetini mustaqil egallash.

Birinchi talab 2 xil yo'l bilan amalga oshirilish mumkin.

1-yo'l. O'qitish mazmunini o'zgartirish.

2-yo'l. Chet tili o'qitish metodikasini qayta qurish.

Muhokamalar: Qayta qurishda hozirgi davrda javob bermaydigan eski metod, yo'lusullarni chiqarib tashlab ta'lim-tarbiya berish, o'qitish tizimini mukammallashtirishdir. Chet tili metodikasining ilmiy saviyasini oshirishilg'or tajribalarni ommalashtirish, lingvistikani, psixologiyani, pedagogika, psixolingvistika yangiliklari asosida metodikani qayta qurishdir. Chet tili o'qitishni amaliy yo'nalishda bo'lishi uchun o'quvchi, talaba diqqatini chet tili ustida mustaqil ishlash va malaka ko'nikmasiga qaratish lozim. Chet tili o'quv predmetining tarbiyaviy tomoninioshirish, kuchaytirish, mazmunli, tarbiyaviy xarakterdagi matnlarni, ro'znoma, oynoma maqolalarinio'qitish orqali, ijtimoiy-siyosiy, tarbiyaviy masalalarni tahlil qilish, matnning asosiy g'oyasini aniqlash orqali hamda sinfdan, oliy ta'limdan tashqari ishlar orqali amalga oshiriladi. Ular talabalarni

vatanparvarlik, baynalminalchilik, do'stlik ruhida tarbiyalaydi, dunyo qarashini kengaytiradi.[8]

Hozirgi davr talablarini amalga oshirishning yana bir yo'li talabalarga ortiqcha material berishni kamaytirish, o'quv jarayonini oddiy holatga keltirishdir. Bular yangi chet tillar dasturida hisobga olingan. O'qituvchi buning uchun talabalar tomonidan materialni har tomonlama amaliy egallash jihatidan yondashadi. Keyingi paytlarda yana optimallashtirishdan ham keng foydalanilmoqda. Optimallashtirish chet tili o'qitilayotgan vaziyat, sharoit, oliy o'quv yurtlari talabalari va ularning tanlagan sohalariga mos, oson, qulay metod, yo'l, usul, tizim, tamoyil, vosita, mashqlarni izlash va tanlay bilish, qo'llashdir.

Xulosa: Tillarga ixtisoslashmagan yo'nalishlarda chet tilini o'rgatish juda zarur, chunki talabalarni har tomonlama yetuk qilib tayyorlashda chet tilining ahamiyati katta.

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**NON-PHILOLOGICAL EDUCATION IS A DISADVANTAGE
AND ADVANTAGES IN TEACHING FOREIGN LANGUAGES IN
DIRECTIONS**

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Abstract: *This article discusses several methods of teaching non-philology majors, advantages and disadvantages of effective foreign language learning, as well as some modern information technologies.*

Keywords: *Foreign language, non-philological directions, independent language learning and teaching, non-philological education, modern information technologies, disadvantages and advantages, project, interest, activity, interactive methods.*

Аннотация: *В данной статье рассматриваются несколько методов обучения нефилологическим специальностям, преимущества и недостатки эффективного изучения иностранного языка, а также некоторые современные информационные технологии.*

Ключевые слова: *Иностранный язык, нефилологические направления, самостоятельное изучение и преподавание языков, нефилологическое образование, современные информационные технологии, недостатки и преимущества, проект, интерес, деятельность, интерактивные методы.*

Annotatsiya: *Ushbu maqolada nofilologik ta'lim yo'nalishlarga xorijiy tillarni samarali o'rganishning kamchiliklar va afzalliklarini bir qancha usullari, shuningdek, ba'zi zamonaviy axborot texnologiyalari o'rgatishni muhokama qilinadi.*

Kalit so'zlar: *chet tili, nofilologik yo'nalishlar, mustaqil tilni o'rganish va o'qitish, nofilologik ta'lim, zamonaviy axborot texnologiyalari, kamchiliklar va afzalliklari, loyiha, qiziqish, faoliyat, interfaol usullar.*

INTRODUCTION

Non-philological education, or education that does not focus on the study of language and literature, can be both a disadvantage and an advantage in teaching foreign languages in different directions. On the one hand, a non-philological background may limit a teacher's ability to fully understand the nuances and complexities of a foreign language. On the other hand, it can also provide unique perspectives and skills that can enhance the teaching of a foreign language. In this article, we will discuss the importance of teaching foreign languages and the benefits of using modern information technologies in non-philological education.

LITERATURE ANALYSIS AND METHODS

In the course of the research, all the principles and methods of the advantages and disadvantages of teaching and learning foreign languages were used, and Internet sources were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis and synthesis, logic were used.

DISCUSSION AND RESULTS

Teaching foreign languages in non-philological educational areas, such as science, engineering, or business, has become increasingly popular in recent years. Many universities and colleges have implemented foreign language requirements for non-language majors, arguing that language proficiency is essential for global communication and competitiveness in the job market. However, there are several disadvantages to teaching foreign languages in non-philological educational areas that should be taken into account.

Firstly, teaching foreign languages in non-philological educational areas can result in a lack of depth and accuracy in language learning. Language is a complex system of communication, and its mastery requires an in-depth understanding of its grammar, vocabulary, syntax, and phonetics. Teaching foreign languages in non-philological areas may not allow for the same depth of study that would be possible in a language-specific course. As a result, students may not achieve the same

level of proficiency as they would in a language-specific course, potentially limiting their ability to communicate effectively in the language.

Secondly, teaching foreign languages in non-philological educational areas may lead to a lack of cultural understanding. Language and culture are intimately connected, and a deep understanding of a language requires an understanding of the culture in which it is spoken. Without this cultural context, students may not fully appreciate the nuances of the language, potentially leading to misunderstandings or miscommunications. For example, a student who learns German for engineering purposes may not be aware of the cultural differences between Germany and the United States, which could lead to difficulties in communication with German colleagues.

Thirdly, teaching foreign languages in non-philological educational areas may result in a lack of motivation and interest among students. Many students choose their majors because of their interest in a particular subject, and may not have a strong interest in learning a foreign language. As a result, they may not be motivated to put in the time and effort required to achieve proficiency in the language. This lack of motivation can lead to poor learning outcomes and a waste of resources.

Fourthly, teaching foreign languages in non-philological educational areas may result in a lack of qualified teachers. Language teaching requires specialized training and expertise, and not all instructors may have the necessary qualifications to teach a foreign language effectively. This can result in a suboptimal learning experience for students, potentially leading to frustration and poor learning outcomes.

Fifthly, teaching foreign languages in non-philological educational areas may divert resources away from other areas of study. Universities and colleges have limited resources, and implementing foreign language requirements for non-language majors may divert resources away from other areas of study. This can lead to a reduction in the quality of education in other areas, potentially limiting the overall competitiveness of the institution.

Finally, teaching foreign languages in non-philological educational areas may reinforce linguistic and cultural hegemony. English is widely considered the lingua franca of the globalized world, and teaching foreign languages in non-philological areas may reinforce the dominance of English at the expense of other languages. This can contribute to linguistic and cultural homogenization, potentially eroding cultural diversity and contributing to the marginalization of non-English-speaking cultures.

The benefits of teaching foreign languages in non-philological areas of education are numerous. In today's globalized world, being able to speak more than one language has become increasingly important. The ability to communicate with people from different cultures can provide a significant advantage in many fields, including business, politics, and academia. Therefore, incorporating foreign language studies into non-philological academic disciplines can enrich the educational experience and provide students with important skills that will benefit them throughout their lives.[3]

One advantage of teaching foreign languages in non-philological areas of education is that it can enhance students' understanding of different cultures. Learning a foreign language involves learning about the culture and customs of the people who speak that language. By studying a foreign language, students can gain insights into the values, beliefs, and traditions of another culture. This understanding can be particularly important in fields such as international business and diplomacy, where cultural sensitivity is essential. [5]

Another benefit of teaching foreign languages in non-philological areas of education is that it can improve students' cognitive abilities. Studies have shown that learning a foreign language can enhance brain function, including memory, problem-solving, and critical thinking skills. These cognitive benefits can improve academic performance in a variety of subjects, not just foreign language classes. [11]

Furthermore, foreign language studies can provide students with important career advantages. In many fields, being able to speak a second language can be a valuable asset. For example, in the healthcare industry, being able to communicate with patients who speak different languages can improve patient care and outcomes. In the hospitality industry,

employees who can speak several languages are in high demand, as they can provide better customer service to international guests. In addition, in today's global economy, many companies are looking for employees who are fluent in multiple languages to work in international markets.

Teaching foreign languages in non-philological areas of education can also promote greater global awareness and understanding. In a world that is becoming increasingly interconnected, it is important for students to understand the perspectives and experiences of people from different cultures. By learning a foreign language, students can gain a deeper appreciation for the diversity of human experience and develop a more nuanced understanding of the world around them. [21]

Another advantage of teaching foreign languages in non-philological areas of education is that it can promote greater social and cultural integration. In many countries, there are large populations of immigrants who speak languages other than the dominant language. By teaching foreign languages in schools, non-native speakers can feel more included and integrated into the community. This can help to break down cultural barriers and promote greater social cohesion.

Finally, teaching foreign languages in non-philological areas of education can provide students with opportunities for personal growth and development. Learning a foreign language can be a challenging and rewarding experience that requires dedication, perseverance, and hard work. By successfully learning a foreign language, students can gain a sense of accomplishment and self-confidence that can benefit them in all areas of their lives.

CONCLUSIONS AND SUGGESTIONS

In conclusion, while teaching foreign languages in non-philological educational areas may seem like a good idea in theory, there are several disadvantages to consider. These include a lack of depth and accuracy in language learning, a lack of cultural understanding, a lack of motivation and interest among students, a lack of qualified teachers, a diversion of resources away from other areas of. But the benefits of teaching foreign languages in non-philological areas of education are significant. By incorporating foreign language studies into academic disciplines such as

business, healthcare, and hospitality, students can gain important cultural awareness, cognitive benefits, career advantages, and personal growth opportunities. Moreover, foreign language studies can promote greater global awareness and understanding, social and cultural integration, and a more nuanced understanding of the world around us. Therefore, it is important for educators to recognize the value of foreign language studies and to incorporate them into non-philological areas of education. With the growing importance of global communication and cooperation, it is more important than ever to equip students with the skills they need to communicate effectively with people from all over the world.

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**CHET TILI TA'LIMINI OLIY TA'LIMDA
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Annotasiya: Ushbu maqolada oliy ta'limda hozirgacha dolzarbligicha qolgan talabalarga ingliz tili darslarini sohaga bog'lab o'tishning mohiyati va maqsadlari haqida so'z boradi. Talabalarga kasbiga bog'lab til o'rgatilganda qaysi metodlardan foydalanish va darslarni qanday o'tish haqida maslahatlar berilgan. Sohaga oid darslar tashkil etish zamonamiz talabi ekanligi ta'kidlab o'tilgan.

Kalit so'zlar: o'qitish metodikasi, mexanizatsiyalashtirish, psixolingvistik tamoyillar, pedagogik tamoyillar, uslubiy tamoyillar, ingliz tilini o'zlashtirish, jarayon, tahlil, kamchilik, taqqoslash, imkoniyat, ta'minlash, mustahkamlash

Аннотация: В данной статье обсуждаются мнения о методике преподавания иностранного языка в Узбекистане, а также отражается современное состояние методики преподавания английского языка для студентов высших учебных заведений. В рамках методики понимания английского языка студентами определены цели и задачи методики и установлены основные принципы психолингвистического, педагогического и методического характера.

Ключевые слова: методика обучения, механизация, психолингвистические принципы, педагогические принципы, методические принципы, овладение английским языком, процесс, анализ, недостаток, сравнение, возможность, обеспечение, подкрепление.

Annotation: In this article, opinions about the methodology of foreign language teaching in Uzbekistan are discussed, as well as the current state of the English language teaching methodology for students of higher education institutions is reflected. Within the framework of the methodology of understanding English for students, the goals and objectives of the methodology were determined and the main principles of psycholinguistic, pedagogical and methodological character were established.

Key words: teaching methodology, teaching aims, pedagogical methodological character, framework

Fan, ta'lim, madaniy-ma'rifiy, iqtisodiy, savdo-sotiq, turizm kabi xalqaro aloqalar rivojlanib borayotgan bir paytda kelajakni yaratuvchi yosh avlodga chet tillarni va chet elliklar bn muomala qilishni o'rgatish davr talabi bo'lib qoldi. Oliy ta'limning turli yo'nalishlarida chet tillarni o'qitishni mutaxassislikka yo'naltirilganlik asosida tashkil qilish bo'lajak mutaxassislarni xorijiy adabiyotlardan foydalanishlari, shuningdek, internet tizimidan o'z kasblariga oid kerakli axborot materiallaridan unumli foydalanishlari uchun zamin yaratadi.

Boshqa fanlar kabi ingliz tili fani ham ko'p qirralidir. Bu haqda o'z davrida B. Gumbolt gapirgan edi. U o'sha davrda til o'rganishni faqatgina qog'ozga tushirilganinigina emas balki nutqda qo'llash haqida ham fikr bildirgan edi. Hozirgi kunda esa tilni ko'pgina qirralari yaqqol namoyon bo'lyapti. Hozir biz fikr yuritayotgan sohaviy metodika ham tilning bir qirradi desak xato qilmagan bo'lamiz.

Oliy ta'limda chet tillarni talabalar o'rganayotgan kasbga oid qilib o'rgatish nafaqat hozir o'zlashtirayotgan bilimlarini balki oldin o'rgangan bilimlarini ham mustahkamlash un imkoniyat yaratib beradi. Lekin ushbu o'zlashtirayotgan bilimlar va imkoniyatlar zamirida fan maqsadlari yotadi. Chet tili o'qitish metodikasi kabi sohaviy metodikada ham ushbu maqsadlari bor.

1. Kommunikativ maqsad talabalardan tilni aloqa vositasi sifatida o'rganishni undan fikr almashish vositasi sifatida foydalanish ko'nikma va malakalarini shakllantirish va rivojlantirishni nazarda tutadi. Barcha psixolog va metodistlar

Lekin ushbu fanlararo bog'liqlik sekin asta bosqichma bosqich rivojlantirilishi kerak. Mutaxassislikka oid matnlar, internet manbalari va kasbga oid terminlar talabalarda chet tiliga bo'lgan qiziqishini orttiribgina

qolmay balki o'z mutaxassisliklariga oid chet tilidagi yangi innovatsion yangiliklarni ham o'rganib Kolishlari mumkin. Talabalarda o'rganilayotgan fanga nisbatan havas uyg'otilishi o'sha fanning o'zlashtirilishi uchun keng imkoniyat yaratilishiga sabab bo'lishi hech kimga sir emas. [5]

Hozirgi kunda 1-kursda talabalarga o'tiladigan fan mavzularini xorijiy adabiyotlardan foydalanib keng batafsil o'rgatilyapti. Bu esa talabalarga o'z kasblariga oid matnlarni chet tilidan o'z ona tillariga bimalol tarjima qila olish va sohaga oid terminlardan foydalanib matn tuza olish bundan tashqari o'z nutqlarida shu so'zlardan foydalana olish imkonini beradi. Masalan, qurilish yo'nalishi talabalariga qurilishga oid texnikalar, asboblari, xom ashyolar va ushbu kasb sirlari haqida matnlar berilsa, talabalar bu matnlarni chet tilini o'rgangan holda tushunib anglasa va mavzuni nafaqat ona tilida, balki kelajakda chet tilida tushuntirib berishga o'rgansa, bu albatta, hozirgi davr talabida tashkil etilgan darslar sirasiga kiradi.

Masalan, qurilish yo'nalishidagi talabalarga quyidagicha gaplar beriladi va kasb egalarini rasmdagi kasblarga moslash aytiladi.

1. I'm a driver. I work for a concrete supplier. We deliver concrete to construction sites all over the country.

2. I'm a master electrician. This is my apprentice.

3. I'm a painter. Today I'm painting a steel staircase.

4. I'm a security guard. I control access to the site. I'm responsible to the site manager.

Bunday namunalarni ko'pgina keltirish mumkin. Bu parchadan ko'rinib turibdiki har bir qurilish xodimi bo'laman degan talaba bu gaplarga befarq bo'lolmaydi va yuqorida berilgan kasb nomlarini yodlab olishga harakat qiladi. Har bir oliy ta'lim o'qituvchisi borki shu metodni o'z darsida qo'llasa darsi juda qiziq va noan'anaviy bo'ladi deb o'ylayman. Shuningdek, shuni ham ta'kidlab o'tish kerakki nafaqat matnlar boshqa ko'nikmalar ham, ya'ni grammatik, fonetik, tinglab tushunish va yozish ko'nikmalari ham mutaxassislikka oid tanlab rejaga kiritilsa, maqsadga muvofiq bo'lar edi. [10]

Xulosa qilib shuni aytish mumkinki, chet tilini boshqa fanlar bilan bog'lab o'rgatish darsda talabalarni faol qatnashishiga, o'z mutaxassisliklariga oid yangiliklardan boxabar bo'lishiga, internet manbalaridan bimalol foydalanishiga zamin yaratadi. [13]

Xulosa

Shunday qilib, biz tomonimizdan oliy o'quv yurtining o'quv jarayonida talabalar bilimining sifatini elektron ta'lim resursi vositalari bilan oshirish modeli maqsadlarning birligi va butunliligini, o'qish mazmuni va texnologiyasini ta'minlaydi, olinadigan bilimlar sifatini oshirishga, axborotni qidirish, qayta ishlash va foydalanishning zamonaviy metodlariga ega bo'lishga, talabaning mustaqil bilim olish va kasbiy kompetentsiyasini shakllashtirishga xizmat qiladi.

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UDK 17 51

**TODAY'S MOST URGENT PROBLEMS AND SOLUTIONS IN
LEARNING FOREIGN LANGUAGES FOR NON-
PHILOLOGICAL MAJORS IN HIGHER EDUCATION
INSTITUTIONS**

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Abstract: *This article discusses a number of methods of effective foreign language learning for students studying non-philological education, as well as various opinions on problems and solutions in language learning in some areas.*

Keywords: *Foreign language, independent language learning and teaching, non-philological education, non-philological directions, problems and solutions in language learning, technologies, project, interest, activity, interactive methods.*

Аннотация: *В данной статье рассматривается ряд методов эффективного изучения иностранного языка для студентов нефилологического образования, а также различные мнения о проблемах и решениях в изучении языков в некоторых областях.*

Ключевые слова: *Иностранный язык, самостоятельное изучение и преподавание языков, нефилологическое образование, нефилологические направления, проблемы и решения в изучении языков, технологии, проект, интерес, деятельность, интерактивные методы.*

Annotatsiya: *Ushbu maqolada nofilologik ta'lim yo'nalishlar tahsil olyotgan talabalar uchun xorijiy tillarni samarali o'rganishning bir qancha usullari, shuningdek, ba'zi yo'nalishlarda tillarni o'rganishdagi muammolar va yechimlar yuzasidan turli fikrlar muhokama qilinadi.*

Kalit so'zlar: *Chet tili, mustaqil tilni o'rganish va o'qitish, nofilologik ta'lim, nofillogik yo'nalishlar, tilni organishdagi muammolar va yechimlar, texnologiyalari, loyiha, qiziqish, faoliyat, interfaol usullar.*

INTRODUCTION

Learning a foreign language is a crucial skill in today's interconnected world. It opens up opportunities for communication, travel, and career advancement. However, the process of learning a new language can be challenging, especially for non-philological majors in higher education institutions. Today, there are several urgent problems that need to be addressed in foreign language learning, along with potential solutions. In this article, we will also talk about the importance of teaching foreign languages and the advantages of using them in non-philological educational fields, and at the same time about the inconveniences of communication.

LITERATURE ANALYSIS AND METHODS

In the course of the research, teaching and learning English in non-philological educational areas are popular methods and approaches to

today's current problems and solutions, and Internet resources were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis and synthesis, logic were used.

DISCUSSION AND RESULTS

Learning a foreign language can be a challenging task, especially for non

philology majors of higher educational institutions. Today, there are several urgent

problems that these students face when learning foreign languages.

The first problem is the lack of motivation. Many non-philology majors of higher educational institutions do not see the relevance of learning a foreign language to their field of study. Therefore, they lack the motivation to put in the effort required to learn a new language. Additionally, some students may have had negative experiences with language learning in the past, which can further diminish their motivation. To address this issue, language instructors should emphasize the benefits of learning a foreign language, such as enhanced cognitive abilities, improved job prospects, and increased cultural awareness. Language learning can also be made more engaging by incorporating activities that are relevant to students' interests and goals. For example, if a student is interested in international business, the instructor can focus on business-related vocabulary and scenarios.

The second problem is the lack of exposure to the target language. Many non-philology majors of higher educational institutions do not have regular access to native speakers or immersion environments, which can hinder their progress in language learning. Additionally, traditional language classes may not provide enough opportunities for students to practice speaking and listening skills. To overcome this problem, language instructors can incorporate technology into their teaching methods. There are several language learning apps and websites that provide access to native speakers and authentic materials. These resources can be used to supplement traditional classroom instruction and provide students with more exposure to the target language. Additionally, instructors can organize language exchange programs or cultural events to provide students with opportunities to interact with native speakers.

The third problem is the lack of effective language learning strategies. Many non-philology majors of higher educational institutions may not have a well-developed set of language learning strategies, such as note-taking, memorization techniques, and self-evaluation.

To address this issue, language instructors can provide guidance on effective language learning strategies and encourage students to develop their own strategies. For example, instructors can teach students how to take effective notes during lectures, use flashcards to memorize vocabulary, and self-evaluate their progress regularly. Additionally, instructors can provide resources, such as language learning books and websites, to help students develop their language learning skills.

The fourth problem is the lack of cultural awareness. Language learning is not just about memorizing vocabulary and grammar rules; it also involves gaining an understanding of the culture and customs of the target language. Many non-philology majors of higher educational institutions may not have had much exposure to the culture of the target language, which can hinder their ability to communicate effectively.

To address this issue, language instructors can incorporate cultural lessons into their teaching methods. These lessons can cover topics such as holidays, traditions, and customs. Additionally, instructors can provide resources, such as videos and articles, that explore the culture of the target language. By gaining a deeper understanding of the culture, students can improve their ability to communicate effectively and develop a greater appreciation for the language.

The fifth problem is the lack of time. Non-philology majors of higher educational institutions often have a demanding schedule, which can make it difficult to find time for language learning.

Students in non-philological fields of study often have difficulties in learning foreign languages due to limited language learning opportunities. that's why we're going to give you some good tips and solutions on how to solve them. We will explore the most effective solutions offered by higher education institutions to learn foreign languages for non-native students.

Non-philological students, such as those studying engineering or business, often face several challenges when learning a foreign language.

One of the primary challenges is the lack of exposure to the language. Unlike students studying languages or literature, non-philological students do not have a regular language learning curriculum. They may not have had any prior exposure or experience with the language, making it difficult to learn effectively.

Another challenge faced by non-philological students is the difficulty in finding time for language learning. These students already have a demanding curriculum and may find it challenging to dedicate enough time to learn a new language. Moreover, non-philological students may not see the immediate relevance of learning a foreign language to their field of study, which can result in a lack of motivation.[13]

Higher education institutions offer various language learning programs to help non-philological students overcome the challenges mentioned above. In this section, we will explore some of the most effective solutions that have been implemented by higher education institutions. Intensive language programs are designed to provide a complete language learning experience within a short period. These programs are typically offered during the summer or winter break, allowing students to focus solely on language learning without the distractions of their regular curriculum. Intensive language programs are especially useful for non-philological students who may find it challenging to dedicate time for language learning during the regular semester. [18]

In these programs, students are immersed in the language and culture of the target country, providing a unique opportunity to learn the language in a real-world setting. The curriculum is usually tailored to the student's language level, allowing for personalized learning. Intensive language programs are often offered by study abroad programs, allowing students to earn credits towards their degree while learning a foreign language.

Online language learning platforms have become increasingly popular in recent years. These platforms offer a flexible and convenient way for non-philological students to learn a foreign language at their own pace. Online language learning platforms typically offer interactive lessons, quizzes, and games to help students learn the language in a fun

and engaging way. One advantage of online language learning platforms is that they are accessible from anywhere with an internet connection, allowing students to learn at their own pace and on their own schedule. Moreover, these platforms often provide personalized learning based on the student's strengths and weaknesses, allowing for a more efficient learning experience. [23]

Language exchange programs provide an opportunity for students to practice their language skills with native speakers. In these programs, students are paired with a native speaker who is interested in learning their native language. The student then has the opportunity to practice their target language with the native speaker, while also helping them learn their native language.

Language exchange programs provide a unique opportunity for non-philology students to improve their language skills by practicing with a native speaker. In addition, these programs can also provide tremendous opportunities for students.

CONCLUSIONS AND SUGGESTIONS

In conclusion, learning foreign languages is an important skill for non-philology majors of higher education institutions. However, there are a number of pressing issues that need to be addressed, including lack of motivation, limited exposure to authentic language, lack of immersion opportunities, lack of individual attention, lack of technology integration, and lack of language learning opportunities for non-traditional students.

To overcome these challenges, institutions must encourage students to learn languages, include authentic materials and immersion opportunities in language courses, offer individualized attention, effectively integrate technology, and provide flexible language learning opportunities for non-traditional students. By solving these pressing problems, institutions can have non-philology majors. Although it is more important than ever to equip students with the skills they need to communicate effectively with people from all over the world.

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**USE OF MODERN PEDAGOGICAL APPROACH AND MODERN
INFORMATION TECHNOLOGIES TO FURTHER IMPROVE
THE LEVEL OF KNOWLEDGE OF THE ENGLISH LANGUAGE
FOR ALL TECHNOLOGICAL DIRECTIONS**

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Abstract: *This article discusses several methods of effective teaching of English in technological directions in educational institutions, as well as some modern practical and theoretical works in the further improvement of pedagogical education and the use of information technologies.*

Keywords: *technological directions, learning English, pedagogical approach, quality of education, difficulty in education, problem in pedagogy, use of modern information technologies, project, scientific-theoretical, practical foundations, interest, activity, interactive methods.*

Аннотация: *В данной статье рассматриваются несколько методов эффективного обучения английскому языку по технологическим направлениям в общеобразовательных учреждениях, а также некоторые современные практические и теоретические работы по дальнейшему совершенствованию педагогического образования и использованию информационных технологий.*

Ключевые слова: Технологические направления, изучение английского языка, педагогический подход, качество обучения, трудности в обучении, проблема в педагогике, использование современных информационных технологий, проект, научно-теоретические, практические основы, интерес, активность, интерактивные методы.

Annotatsiya: Ushbu maqolada ta'lim muassalaridagi texnologik yo'nalishlar samarali ingliz tilida o'qitishning bir qancha usullari, shuningdek, pedagogic ta'limni yanada yaxshilash va axborat texnologiyalaridan foydalanishdagi ba'zi zamonaviy amaliy va nazariyalar ishlar muhokama qilinadi.

Kalit so'zlar: texnologik yo'nalishlar, ingliz tilini o'rganish, pedagogik yondashuv, ta'lim sifati, ta'limdagi qiyinchik, pedagogikadagi muammo, zamonaviy axborat texnologiyalardan foydalanish, loyiha, ilmiy-nazariy, amaliy asoslar, qiziqish, faoliyat, interfaol usullar.

INTRODUCTION

Pedagogical education is an important component of any educational system because it is responsible for training and developing future teachers who will shape the next generation of students. It plays an important role in the pedagogical training of teachers in teaching English for all technological directions. However, in recent years, practical work is being done to further improve the quality and content of pedagogical education in these institutions and to further improve students' language skills. This article is aimed at studying the scientific-theoretical and practical foundations of improving the quality and content of pedagogical education in educational institutions of English language teaching in technological directions. It will discuss the current state of pedagogical education, the challenges faced, and the solutions that can be implemented to overcome these challenges.

LITERATURE ANALYSIS AND METHODS

In the course of the research, popular methods were used to further improve the pedagogy of English language teaching in all technological areas and to further increase the quality of education and personnel training in educational institutions using information

technologies, internet resources were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis and synthesis, and logic were used.

DISCUSSION AND RESULTS

In the 21st century, the world is becoming increasingly globalized and interconnected, and the English language has emerged as the lingua franca of international communication. As a result, the demand for English language proficiency has grown exponentially. In response to this demand, modern pedagogical approaches and information technologies have been developed to help learners improve their English language skills. Pedagogy refers to the art and science of teaching, and modern pedagogical approaches are focused on creating a learner-centered environment that promotes active engagement, critical thinking, and problem-solving. These approaches are designed to empower learners to take ownership of their learning and to develop skills that are relevant to their future careers.

One modern pedagogical approach that has gained popularity in recent years is the communicative approach. This approach emphasizes communication as the primary goal of language learning, and it focuses on developing learners' ability to interact in authentic situations. In a communicative classroom, learners are encouraged to take risks, make mistakes, and learn from feedback. This approach is particularly useful for learners who want to improve their english language skills for professional purposes.

Another modern pedagogical approach that has gained popularity is the task-based approach. This approach emphasizes the use of authentic tasks to promote language learning. In a task-based classroom, learners work on tasks that are relevant to their future careers, such as writing reports, giving presentations, or participating in meetings. This approach is particularly useful for learners who want to improve their english language skills for specific purposes.

The current state of english language education is characterized by traditional teaching methods that often fail to engage students and facilitate effective learning. Many students find it difficult to learn the english language because the curriculum is not designed to meet their

needs. The curriculum often focuses on grammar and vocabulary memorization, which can be tedious and unengaging. As a result, students often lose interest in the subject and fail to develop the necessary skills to communicate effectively. To address this issue, the modern pedagogical approach emphasizes a student-centered approach to learning. The modern approach focuses on engaging students in learning activities that are relevant to their interests and needs. Technology has played a critical role in facilitating the modern pedagogical approach, by providing access to a wide range of learning resources and tools. To further improve the modern pedagogical approach and increase the level of knowledge of the english language in all technological directions, the following strategies can be implemented.

Personalized learning is an approach that tailors the learning experience to the needs of individual students. This approach recognizes that students have different learning styles and preferences, and therefore, require different approaches to learning. Personalized learning can be achieved through the use of technology, such as adaptive learning software that adjusts the difficulty level of learning activities based on the student's performance.

Collaborative learning is an approach that encourages students to work together to achieve common goals. This approach recognizes that learning is a social process, and students can benefit from interacting with their peers. Collaborative learning can be facilitated through the use of technology, such as online discussion forums and collaborative writing tools.

Blended learning is an approach that combines traditional classroom instruction with online learning. This approach recognizes that technology can enhance the learning experience and provide students with access to a wide range of learning resources. Blended learning can be achieved through the use of online learning platforms, such as learning management systems and video conferencing tools.

Gamification is an approach that uses game design principles to make learning more engaging and fun. This approach recognizes that students are more likely to learn when they are motivated and engaged. Gamification can be achieved through the use of online games and

simulations that teach english language skills in a fun and interactive way.

Mobile learning is an approach that uses mobile devices, such as smartphones and tablets, to facilitate learning. This approach recognizes that students are increasingly using mobile devices to access information and communicate with others. Mobile learning can be achieved through the use of mobile learning apps, such as language learning apps and educational games. Improving the modern pedagogical approach can have several benefits, including. The modern pedagogical approach is designed to be interesting and interactive, which helps to keep students interested in learning. We need to conduct teaching processes using technology.

In today's globalized world, proficiency in English is essential for success in many fields. With the advancement of modern information technologies, learning English has become easier and more accessible than ever before. One of the most popular ways of learning English today is through online language learning platforms. These platforms offer a range of courses, from basic to advanced, and are accessible to learners of all levels. They are often designed to be interactive and engaging, with features such as videos, audio recordings, quizzes, and exercises. Some platforms also offer personalized learning paths based on the learner's proficiency level and learning style.

One of the most popular online language learning platforms is Duolingo. Duolingo is a free language learning app that offers courses in many languages, including English. The app is designed to be fun and engaging, with a game-like interface that rewards learners for completing exercises and reaching milestones. Duolingo's English courses cover a range of topics, from basic grammar and vocabulary to more advanced skills such as writing and speaking.

Another popular online language learning platform is Babbel. Babbel offers a range of courses in many languages, including English. The platform is designed to be personalized, with courses tailored to the learner's proficiency level and learning goals. Babbel's English courses cover a range of topics, from basic grammar and vocabulary to more advanced skills such as business English and academic writing.

Mobile apps are another popular way of learning English. They offer the convenience of learning on-the-go and are often designed to be interactive and engaging. Many mobile apps also offer personalized learning paths based on the learner's proficiency level and learning style.

One popular English learning app is Memrise. Memrise uses gamification to make learning English fun and engaging. The app offers a range of courses, from basic to advanced, and covers a range of topics, from grammar and vocabulary to pronunciation and conversation skills. Memrise also offers personalized learning paths based on the learner's proficiency level and learning style. [2]

Another popular English learning app is Rosetta Stone. Rosetta Stone uses immersive language learning techniques to help learners develop their English skills. The app offers a range of courses, from basic to advanced, and covers a range of topics, from grammar and vocabulary to pronunciation and conversation skills. Rosetta Stone also offers personalized learning paths based on the learner's proficiency level and learning style. There are many online resources available for learning English, from websites to YouTube channels. These resources offer a wealth of information on grammar, vocabulary, pronunciation, and more. They are often free and accessible to learners of all levels. [7]

One popular online resource for learning English is the British Council. The British Council offers a range of resources, including courses, videos, and articles, to help learners develop their English skills. The website covers a range of topics, from basic grammar and vocabulary to more advanced skills such as academic writing and business English. Another popular online resource for learning English is the BBC learning English website. The BBC Learning English website provides a range of resources including courses, videos and articles to help learners develop their English skills. The website covers a range of topics and can help with basic grammar and vocabulary and listening comprehension. [10]

CONCLUSIONS AND SUGGESTIONS

In conclusion, the scientific-theoretical and practical foundations of professional education are closely interrelated. The scientific-theoretical foundations provide a theoretical framework for the development and delivery of educational programs. They ensure that educational programs

are based on sound educational principles and are effective in achieving their objectives. The practical foundations, on the other hand, are concerned with the application of the scientific-theoretical foundations in the delivery of educational programs. They ensure that learners acquire the practical skills and competencies required to excel in their chosen career. It is necessary to use scientific research methods such as observation, experiment, measurements, analysis and synthesis, induction and deduction, comparison and analogy in the formation of minor research skills in students. It is important not only to form knowledge and skills in students, but also to acquire competencies to apply them in life situations.

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MODERN TECHNOLOGIES USED IN TEACHING ENGLISH GRAMMAR TO B LEVEL TEACHERS

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Annotation: In this article, the prevention of difficulties in the language learning process of foreign language learners at the B1 level, the occurrence of interlanguage interference problems during the study of foreign language grammar, and various methodological instructions and recommendations for preventing problems are studied passed. Therefore, various interactive methods and technologies are shown in the teaching of English grammar in the educational process

Key words: interlanguage, methodological, interference, instruction, recommendation, prevent, interactive methods and technologies.

Аннотация: В этой статье в этой статье обсуждаются трудности в изучении языка B1, изучение грамматики иностранного языка

обсуждалось и дает различные методологические инструкции и рекомендации по предотвращению проблем. Вставка. Следовательно, в образовательном процессе различные интерактивные методы и технологии также показаны в преподавании английских граалей.

Ключевые слова: межъязыковое, методологическое, интерференционное, инструктирующее, рекомендательное, профилактическое, интерактивные методы и технологии.

Annotatsiya: Ushbu maqolada da B1 darajadagi chet tillini o'rganuvchilarning til o'rganish jarayonidagi qiyinchiliklarni oldini olish, chet tili grammatikasini o'rganish mobaynida tillararo interfrensiya muammolarini kelib chiqish hollari o'rganilgan va muammolarni oldini olish bo'yicha turli uslubiy ko'rsatma va tavsiyalar berib o'tilgan. Shuning ta'lim jarayonida ingliz tili gramatikasini o'rgatishda turli xil interfaol usullar va texnologiyalar ham ko'rsatib o'tilgan.

Kalit so'zlar: tillararo, uslubiy, aralashish, ko'rsatmalar, tavsiyalar, oldini olish, interfaol usullar va texnologiyalar

Ma'lumki, ingliz tili aloqaning xalqaro ekvivalentidir; bu dunyoda madaniyat, fan va ta'lim sohasida eng ko'p qo'llaniladigan tildir. Ingliz tilini o'qitish metodikasi turli lingvistik hodisalar bilan chambarchas bog'liq. Bu jihatdan, I.L. Bim, I.A. Zimnyaya va boshqalarning fikriga ko'ra, chet tilini o'rganish turli tillarda fikrlarni ifodalash vositalarini doimiy ravishda taqqoslash, taqqoslash (ongli va ongsiz) imkonini beradi. Ona va chet tillarini o'rganish mexanizmlarini o'zlashtirish xotira, fikrlash, lingvistik tajriba kabi jarayonlar bilan bog'liq bo'lib, umuman insonning aqliy va nutq faoliyati uchun asosdir. [22]

Grammatikani o'rgatish qoidalarini yoki dialoglarni yodlashdan tashqariga chiqdi va o'quvchilarning kommunikativ kompetentsiyasini rivojlantirishga yordam berishda, grammatik shakllarni, ularning ma'nosini va ulardan foydalanishni payqashga imkon beradigan vazifalarni talab qiladi. Grammatikani texnologiya yordamida o'rgatish ushbu ehtiyojlarni qondiradigan ko'plab imkoniyatlarni taqdim etadi. O'qituvchilar talabalarni grammatikani kengroq nutq kontekstida tahlil qilishga, shuningdek, ma'no muzokaralarida qatnashishga yo'naltirishlari mumkin. [23] Bu texnologiyalar past texnologiyali (masalan, magnitafonlar) va tez-tez nomlanuvchi Web 2.0 texnologiyalari (masalan, wikilar, bloglar) va hozirda mavjud yuqori texnologiyali variantlar

(masalan, nutqni aniqlash, virtual haqiqat qurilmalari yoki bo'shliqlari) va kelajakning tobora ortib borayotgan aqlli variantlariga (masalan, imo-ishoralar asosidagi qurilmalar, raqamli o'yinlar). Variantlar sonining ko'payishi o'qituvchilar uchun tanlovning ko'payishini anglatadi. Ushbu tanlovlar va misol grammatik topshiriqlar uchta asosiy toifaga bo'linganligi sababli muhokama qilinadi: tilga asoslangan, texnologiyaga asoslangan va o'rganish kontekstiga asoslangan. [24]

³⁶Texnologiya til ta'limiga tinglash, gapirish, o'qish va yozish ko'nikmalari hamda barcha kompetensiyalar (grammatik, sotsiolingvistik, nutq va strategik) ta'sir ko'rsatadi. Ushbu sohalarining barchasida o'z rolini hisobga olgan holda, texnologiya bilan grammatika o'qitish noyob qiyinchiliklar va imkoniyatlarni taqdim etadi. Grammatikani texnologiya yordamida o'rgatish bo'yicha mulohazalar va variantlarni o'rganishdan oldin, ushbu maqolada ishlatiladigan asosiy atamalarni aniqlash foydali bo'ladi. Dontcheva-Navratilova (2013) grammatikani o'rganishni "so'zlar, iboralar, bo'laklar va jumalarning shakli va ma'nosi asosidagi qoidalar va tamoyillar tizimi" deb ta'riflab, til tarkibidagi mazmunli muloqotning muhimligini ta'kidlaydi. 1). Jumalardan tashqari, mazmunli muloqot uchun hal qiluvchi ahamiyatga ega bo'lgan nutqdir. Nutqda grammatikani o'rganish tadqiqotchilar va o'qituvchilarga ma'no kontekstda qanday etkazilishini tahlil qilish va kommunikatorlarning motivatsiyasi, niyati va maqsadini hisobga olish imkonini beradi. [25] Grammatikani o'qitish uchun ko'plab texnologik imkoniyatlar grammatikani kengroq nutq kontekstida tahlil qilish, shuningdek, o'quvchilarning ma'noni muhokama qilishda ishtirok etish imkoniyatlarini kengaytirish orqali amalga oshiriladi. "O'quvchilarning e'tiborini biron bir aniq grammatik shaklga qaratadigan har qanday o'qitish texnikasi, bu ularga uni metall-guistik jihatdan tushunishga va/yoki tushunish va/yoki ishlab chiqarishda qayta ishlashga yordam beradi, shunda ular uni o'z ichiga oladi" (Ellis, 2006, 84-bet). ³⁷Shunday qilib, grammatik o'qitish qoidalar yoki dialoglarni yodlashdan tashqariga chiqdi va o'quvchilarning kommunikativ kompetensiyasini rivojlantirishga yordam berishda qat'iyroq o'rin oldi, grammatik shakllarni va ulardan foydalanishni payqash va ongni

³⁶ Marunovich B.M. Ways to prevent and overcome interlingual interference. // Foreign languages. - 2005. - No. 1. - P. 33-37.

³⁷ the TESOL Encyclopedia of English Language Teaching. Edited by John I. Lontos (Project Editor: Margo DelliCarpini; Volume Editor: Greg Kessler). © 2018 John Wiley & Sons, Inc. Published 2018 by John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.eelt0441

oshirishga imkon beradigan vazifalarni talab qiladi. Kommunikativ kompetentsiya texnologiyani o'z ichiga olgan holda kengaytirilishi mumkin va uni "oson kirish mumkin bo'lgan L2 texnologiya yordamlaridan foydalangan holda muloqot qilish qobiliyati ..., yuzma-yuz, masofaviy, yozma va og'zaki rejimlarda tegishli til tanlash qobiliyati" sifatida ko'rib chiqilishi mumkin. muloqot va til o'rganish uchun mos texnologiyalarni tanlash qobiliyati" (Chappelle, 2009, 750-bet). O'qituvchilar hozir o'sha paytdagi texnologiya. Dastlab, kompyuterlar grammatik shakllarni ko'rib chiqish sifatida burg'ulash yoki tuzilgan javob tadbirlaridan (masalan, bo'sh joyni to'ldirish yoki ko'p tanlov) taklif qilishi mumkin edi; Ushbu turdagi grammatik mashqlar hali ham keng tarqalgan bo'lib, ular audio-lingual usulda namoyon bo'lgan tilni o'rganishga xulq-atvor nuqtai nazaridan qaraydigan o'qituvchilar va o'quvchilarga ko'proq yoqadi. Resursga yo'naltirilgan ushbu mashqlar shakllarni yodlash uchun foydali bo'lsa-da, ular talabalarni ma'no yoki foydalanish bilan bog'liq grammatikaga jalb qilish qobiliyatiga ega emas. Kommunikativ tilni o'qitishning (CLT) yuksalishi texnologiya yutuqlari bilan birgalikda grammatikani kontekstda o'rganish va ma'noga e'tibor berishning ko'plab variantlariga olib keldi. O'qituvchilar chat, video konferentsiya, Twitter yoki virtual o'quv muhiti kabi sinxron yoki real vaqt vositalarini tanlashlari mumkin; yoki ular asinxron vositani tanlashlari mumkin, unga u yozilgan paytdan boshqa vaqtda, masalan, muhokama taxtalari, elektron pochta, bloglar yoki ro'yxat-servislar kiradi. [] Ijtimoiy tarmoq saytlari yoki ta'limni boshqarish tizimlari (LMS) kabi vositalar, ba'zilar o'rganish uchun maxsus yaratilgan, bu qatorlarni xiralashtiradi va haqiqiy muloqot bilan shug'ullanish uchun yanada ko'proq imkoniyatlarni taklif qiladi. Talabalarni o'z ta'limini yo'naltirishga chaqiruvlar ingliz-ingliz lug'atlari, ikki tilli lug'atlar, tarjimonlar, grammatika tekshiruvlari, qoidalar qo'llanmalari yoki muvofiqlashtiruvchilar kabi resurs texnologiyalariga olib keldi. Ushbu manbalar talabalarga yuqori avtonomiyani taklif qilsa-da, ular pedagogik muammolarni ham keltirib chiqarishi mumkin, chunki o'qituvchilar o'quvchilarni o'rganish uchun texnologiyadan foydalanishning ilg'or tajribalari bo'yicha o'rgatishga intiladi. [9] Ushbu vositalarning ko'pchiligi o'qituvchilarga darsdan tashqari va darsdan tashqari mashg'ulotlarni individuallashtirish imkonini beradi. O'qituvchilar grammatikani o'rgatishda texnologiyadan foydalanishda ba'zi ramkalar

yoki nazariyalarni yaxshiroq tushunishdan foyda ko'radilar. Case Second tilni o'zlashtirish (SLA) nazariyalarini yaratish texnologiyaning til o'rganish va kommunikativ kompetentsiyani osonlashtirish usullarini o'z ichiga oladi. SLA nazariyalari endi har xil turdagi tillarga onlayn kirish imkoniyati talabalarning ingliz tilini o'zlashtirishiga qanday ta'sir qilishi va tilga qanday ta'sir qilishini ko'rib chiqadi. texnologiya (Chapelle, 2009). Matn yozish grammatika va lug'at shakli va foydalanishga qanday ta'sir qilishi til o'zgarishiga ta'sir ko'rsatadigan texnologiyaning bir misolidir. [10] Til va texnologiyaning o'zgaruvchan tabiati o'quvchilarning raqamli savodxonligini yoki "raqamli aloqa kanallarining o'sib borayotgan qatorida samarali talqin qilish, boshqarish, almashish va ma'no yaratish uchun zarur bo'lgan individual va ijtimoiy ko'nikmalarni" rivojlantirish zarurligini ta'kidlaydi (Dyudeney). , Hockly, & Pegrum, 2014, 2-bet). Kontekstda grammatika bo'yicha kuchli bilim va tushunchaga ega bo'lish ham kommunikativ, ham raqamli savodxonlikni rivojlantirish uchun juda muhimdir. Tilni faqat bosma nashrlar orqali o'rgatish talabalarga kerakli amaliyot va tajribani taqdim eta olmaydi, chunki ular kelajakda kerakli til ko'nikmalarini rivojlantiradi (Dudene va boshqalar, 2014). Texnologiya tez sur'atlar bilan rivojlanishda davom etsa-da, Pedagogika ushbu yutuqlarga amal qila oladimi va yangi va an'anaviy texnologiyalar taqdim etayotgan barcha imkoniyatlardan foydalana oladimi, degan savol tobora ko'payib bormoqda. Kessler, Bikowski va Boggs (2012) rivojlanayotgan vositalar, rivojlanayotgan foydalanish va rivojlanayotgan pedagogika o'rtasidagi munosabatlarni ko'rsatish uchun hamkorlikdagi avtonom pedagogikaning birgalikda evolyutsiyasi uchun asos yaratdi, bularning barchasi o'quvchilarga hamkorlikda avtonom-mous til o'rganishga yordam beradi. ko'proq moslashuvchanlik, egalik va shuning uchun motivatsiya. Ushbu asos talaba yozuvchilarni qo'llab-quvvatlash bo'yicha ko'rsatmalar berishi mumkin, chunki ular bir vaqtning o'zida shakldagi ma'no va aniqlikni muhokama qiladilar. Vikilar kabi ko'plab CALL tadbirlari o'quvchilarga grammatik aniqlik yoki ma'noning ravshanligini mashq qilish imkonini beradi, ammo aniq va aniq taxminlar tavsiya etiladi (Kessler, 2009). Nutqdagi grammatika uchun korpusga asoslangan yondashuvlar (ya'ni, haqiqiy nutq yoki yozuv to'plamini qidirish) talabalarga grammatikadan foydalanishning haqiqiy namunalarini olish va tahlil qilish va grammatika

turli janrlarda muloqotning ijtimoiy funktsiyalariga qanday hissa qo'shishini tushunish imkonini beradi.

Xulosa

Texnologiyaga asoslangan faoliyatni, masalan, ta'limni boshqarish tizimida joylashtirish variantlari mavjud. Blackboard kabi tijorat LMS tuzilma va barqarorlikni ta'minlaydi, Edmodo yoki 3D GameLab kabi yangi LMSlar esa ijodkorlik uchun ko'proq joy beradi. Ochiq manbali LMS Moodle ko'plab tijorat mahsulotlariga qaraganda ko'proq moslashuvchanlik bilan LMSning an'anaviy ko'rinishini birlashtiradi va Hot Potatoes faoliyatni yaratish vositasi bilan uzluksiz integratsiyani o'z ichiga oladi. Materiallarni ishlab chiquvchilar va o'qituvchilar, shuningdek, elektron kitoblar va iBooks yoki kontekstga xos grammatika ilovalari kabi qurilmalar uchun noyob tarzda yaratilgan maxsus tayyorlangan materiallarni ham yaratishi mumkin. O'qitish an'anaviy lingafon muhitida ish stoli kompyuterlari yoki BYOT (o'z texnologiyangizni keltiring) modelida amalga oshiriladimi, buni ham hisobga olish kerak, chunki ko'plab faoliyat turlarini Internetga ulangan har qanday qurilmada bajarish mumkin. Misol uchun, diskret grammatika mashqlari yoki baholash uchun foydalaniladigan talaba so'rovi vositalari (masalan, Socrative) talabanning shaxsiy mobil qurilmasida bajarilgan bo'lsa, kamroq vaqt va o'quvchilarni kamroq tayyorlashni talab qiladi. Talabanning o'z texnologiyasi, shuningdek, masofadan ikki guruh o'quvchilarni o'z ichiga olgan telekollaborativ loyihalar uchun ham qo'llanilishi mumkin. Ona tili bo'lmaganlar ingliz tilini rivojlantiradilar.

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**ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ
ПРЕПОДАВАНИЕ ИНОСТРАННОГО ЯЗЫКА В
ТЕХНИЧЕСКОМ ВУЗЕ**

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Аннотация: В данной статье рассматривается необходимость серьезной модернизации технического образования с целью подготовки специалистов, способных осуществлять профессиональные контакты на иностранном языке в различных областях и ситуациях. Это указывает на цель преподавания иностранных языков в технических вузах, которая заключается в достижении уровня, достаточного для практического использования иностранного языка в профессиональной деятельности в дальнейшей жизни. В статье представлены возможные пути оптимизации и модернизации методики преподавания иностранных языков.

Ключевые слова: Профессионально ориентированный язык, интегрированное обучение, преподавание иностранных языков, техническое образование, профилирующая дисциплина, дуально-ориентированный подход.

Annotatsiya: Ushbu maqolada turli sohalar va vaziyatlarda chet tilida professional aloqalarni amalga oshirishga qodir mutaxassislarni tayyorlash maqsadida texnik ta'limni jiddiy modernizatsiya qilish zarurligi ko'rib chiqiladi. Maqolada chet tillarini o'qitish metodikasini optimallashtirish va modernizatsiya qilishning mumkin bo'lgan usullari keltirilgan.

Kalitso'zlar: professional yo'naltirilgan til, integratsiyalashgan ta'lim, chet tillarini o'qitish, texnik ta'lim, Profilin tizomi, Dual-yo'naltirilgan yondashuv.

Abstract: *This article discusses the need for a serious modernization of technical education in order to train specialists who are able to carry*

out professional contacts in a foreign language in various fields and situations. To increase the efficiency of the educational process, teachers should follow. The article presents possible ways to optimize and modernize the methodology of teaching foreign languages.

Keywords: [Professionally oriented language](#), [integrated learning](#), [teaching foreign languages](#), [technical education](#), [profiling discipline](#), [dual-focused approach](#)

Введение: Главная цель высшего образования - вырастить многогранную творческую личность, целостно воспринимающую мир, способную активно участвовать в профессиональной и социальной сферах, Расширение международных связей между отраслями промышленности и отдельными предприятиями, все более широкое использование импортного оборудования и зарубежных технологий в практике предприятий позволяет говорить о возрастающей роли лингвистической подготовки в процессе формирования специалиста. Существует беспрецедентный прецедент повышения интереса к изучению иностранного языка, обусловленный необходимостью его изучения как средства улучшения и ускорения интеграции в мировое сообщество, расширения контактов с иностранными компаниями, установления личных контактов и стремления к конвертируемости дипломов. Это требует подготовки специалистов, обладающих не только специальными знаниями, но и дополнительными познаниями, которые в современных условиях развития общества становятся общекультурными. Это обеспечивает ему конкурентоспособность на рынке труда, возможность занять престижную и хорошо оплачиваемую должность. Поэтому одним из требований к выпускнику профессионального училища любого уровня является наличие специальной подготовки по иностранному языку – его знание иностранного языка в пределах, определяемых коммуникативными потребностями его будущей профессиональной деятельности. Если студенты овладевают иностранным языком как средством общей культуры, то они быстрее и эффективнее овладевают языком как средством профессиональной культуры. Основной задачей обучения иностранному языку специалиста в профессиональной школе является развитие его коммуникативных способностей, то есть обучение языку как реальному средству

межкультурной коммуникации, причем общению как в письменной форме, так и в форме прямых устных контактов. Цель обучения студентов иностранному языку двусторонняя: с одной стороны, это общекультурное развитие личности, а с другой стороны, это профессиональное развитие, чтобы студент мог стать профессионалом. Будущий специалист, независимо от особенностей своей специальности, должен уметь правильно понимать и использовать любой тип информации, будь то грамотное оформление документов или ознакомление с определенными техническими особенностями оборудования, его установкой и эксплуатацией.

Цель исследования: В результате процесса глобализации и информатизации в профессиональной сфере ценятся специалисты, свободно владеющие одним или несколькими иностранными языками. Для того чтобы специалисты могли быть участниками глобального делового и научного сообщества, необходимо наладить процесс интеграции профильных дисциплин и иностранных языков в высшее образование. Чтобы понять и оценить необходимость внедрения интегрированного обучения, мы проанализировали основные концептуальные принципы, лежащие в основе. Мы проанализировали основные теоретические идеи и их предпосылки в российском профессионально ориентированном подходе; проанализировали основные теоретические идеи европейского подхода, теории интегрированного обучения языку содержания. Методисты, работающие с техническими специалистами, считают важным и обязательным проводить различие между языком общения и метаязыком, с помощью которого преподается профессия. В то же время, в начале обучения доминирует язык общения, на основе которого студент постепенно включается в метаязык общения. [2]

Методы исследования: Далее мы проанализировали теорию интегрированного обучения языку содержания (CLIL), чтобы сравнить принципы и концепции этих двух подходов в преподавании иностранного языка в высших учебных заведениях. Этот подход был разработан для системы высшего образования и в настоящее время успешно применяется в системе высшего образования. Теоретические основы этой теории представлены в их

исследованиях (Coyle et al., 2010). **Полученные результаты:** Чтобы добиться повышения эффективности преподавания иностранного языка в техническом вузе, необходимо научить студентов пользоваться интернет-ресурсами для расширения возможностей использования иностранного языка в своей профессиональной деятельности и участвовать в международных конференциях с целью повышения своей квалификации и языковых навыков, а также приобщения к научному миру. Благодаря интернет-ресурсам студент может получить доступ к новейшим научным исследованиям, изобретениям, которые позволят студентам пополнить свой словарный запас в различных областях науки.

Заключение: Результатом формирования коммуникативной компетенции на данном этапе обучения должна стать готовность будущего специалиста к такому восприятию иностранной устной и письменной речи, которое было бы достаточным для формирования у него полноценной профессиональной компетентности. Профессиональная компетентность - это главный результат высшего образования, ее формирование должно осуществляться всеми субъектами, она должна проходить все этапы обучения.[8]

Важность формирования коммуникативной компетенции будущих инженеров при изучении иностранного языка обусловлена необходимостью развития у студентов навыков и умений коммуникативного общения за счет использования речевых моделей, используемых в процессе изучения иностранного языка; возможностью изучения обычаев стран изучаемого языка, их культура, специфика политического развития и использование полученных знаний в профессиональном развитии будущих инженеров; необходимость постоянного повышения коммуникативной компетентности современных студентов в умении работать с зарубежными источниками и общаться с зарубежными специалистами в рамках межгосударственных профессиональных отношений. [16]

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ИСПОЛЬЗОВАНИЕ ИКТ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: Статья посвящена важности использования информационных технологий в обучении иностранным языкам. По сравнению с традиционными методами, использованными в предыдущих исследованиях, описано, что обучение с использованием информационных технологий имеет ряд преимуществ, а использование их в раннем детстве повысило особенности мышления и восприятия подрастающего поколения, выросшего в среде современных цифровых средств.

Ключевые слова: метод, интерактивный метод, игры, нетрадиционные уроки, мультимедия, компетенция.

Аннотация: мақола чет тилларини ўқитишда ахборот технологияларидан фойдаланишнинг аҳамиятига бағишланган.

Олдинги тадқиқотларда қўлланилган анъанавий усуллар билан таққослаганда, ахборот технологияларидан фойдаланган ҳолда ўрганиш бир қатор афзалликларга эга эканлиги ва уларда нерта болалик даврида фойдаланиш замонавий рақамли оммавий ахборот воситалари муҳотида ўсган ёш авлоднинг фикрлаш ва идрок хусусиятларини оширганлиги тасвирланган.

Калит сўзлар: усул, интерактив усул, ўйинлар, ноанъанавийдарслар, multimedia, компетенция.

Annotation: The article is devoted to the importance of using information technologies in teaching foreign languages. Compared with the traditional methods used in previous studies, it is described that learning using information technologies has a number of advantages, and their use in early childhood increased the thinking and perception characteristics of the younger generation who grew up in the environment of modern digital media.

Key words: method, interactive method, games, non-traditional lessons, multimedia, competence.

Введение

В настоящее время знание одного из иностранных языков позволяет подрастающему поколению приобщаться к мировой культуре современной личности, общаться с друзьями, родственниками и коллегами, проживающими в зарубежных странах, а также учиться в высших учебных заведениях зарубежных стран, участвовать в различных конкурсах и грантах, узнавать новости из журналов, издаваемых на иностранных языках по специальности. Мы живем в век информационных технологий, когда современный подросток является продуктивным и активным пользователем социальных сетей, мобильных приложений и компьютерных программ и гаджетов. Если говорить об образовательной сфере, то современный педагог использует компьютерные технологии, конечно, для того, чтобы создать возможность донести уроки из предмета, который он преподает, интересно, легко и понятно аудитории, повысить профессиональную компетентность учителя и расширить круг преподаваемых предметов. Компьютерные технологии дают возможность для развития общества, в частности, для подрастающего поколения приобретать современные знания, регулярно получать информацию

из мировых сообщений, иметь дополнительную информацию по предмету из Интернета, не полагаясь исключительно на учебники при выполнении поставленных задач. В настоящее время компьютерные технологии проникают во все сферы человеческой деятельности и формируют глобальное информационное пространство. Знание языков и компьютерных технологий является одним из важных факторов уровня образования любого современного специалиста.

Методы

исследования

Использование компьютерных технологий в обучении, в частности, иностранным языкам в значительной мере изменило подходы к разработке учебных материалов по русскому языку. ИКТ позволяют более полно реализовать целый комплекс методических, дидактических, педагогических и психологических принципов, делает процесс познания более интересным и творческим, позволяет учитывать индивидуальный темп работы каждого обучаемого. Практическое использование ИКТ предполагает новый вид познавательной активности учащегося, результатом которой является открытие новых знаний, развитие познавательной самостоятельности учащихся, формирование умений самостоятельно пополнять знания, осуществлять поиск и ориентироваться в потоке информации.

Внедрение ИКТ способствует достижению основной цели модернизации образования – улучшению качества обучения, увеличению доступности образования, обеспечению гармоничного развития личности, ориентирующейся в информационном пространстве, приобщенной к информационно-коммуникационным возможностям современных технологий и обладающей информационной культурой.

Использование информационно-коммуникационных технологий на уроках русского языка способствует повышению мотивации учащихся и активизации их речемыслительной деятельности, эффективному усвоению учебного материала, формированию целостной системы знаний, позволяет увеличить темп работы на уроке без ущерба для усвоения знаний учащимися.

Эти технологии открывают широкие возможности преподавателям, которые ищут в данных технологиях дополнительные средства для

решения своих профессиональных задач. Новейшие информационные технологии в обучении позволяют активнее использовать научный и образовательный потенциал ведущих университетов и институтов, привлекать лучших преподавателей к созданию курсов дистанционного обучения, расширять аудиторию обучаемых.

Проанализировав опыт применения ИКТ на уроках иностранного языка и во внеурочное время, можно сделать вывод:

- мультимедийные технологии ускоряют процесс обучения;
- способствуют резкому росту интереса учащихся к предмету;
- улучшают качество усвоения материала;
- позволяют индивидуализировать процесс обучения;
- дают возможность избежать субъективности оценки.

Результаты.

Таким образом, внедрение компьютерных технологий создает предпосылки для интенсификации образовательного процесса. Они позволяют на практике использовать психолого-педагогические разработки, обеспечивающие переход от механического усвоения знаний к овладению умением самостоятельно приобретать новые знания. Компьютерные технологии способствуют раскрытию, сохранению и развитию личностных качеств обучаемых.

В настоящее время идет активный процесс информатизации в области образования, который предполагает интенсивное внедрение и применение новых информационных технологий, использование всех средств коммуникаций, которые могут быть полезны в формировании интеллектуально развитой личности, хорошо ориентирующейся в информационном пространстве. Стремительное внедрение информационных процессов в различные сферы жизни требует разработки новой модели системы образования на основе современных информационных технологий. Речь идёт о создании условий для раскрытия творческого потенциала учащегося, развития его способностей, воспитания потребности самосовершенствования и ответственности. Знания и квалификация становятся приоритетными ценностями для человека. [14]

Соответственно и система образования должна быть нацелена не столько на усвоение суммы готовых знаний, сколько на формирование интеллектуальных умений, умений самостоятельной

познавательной деятельности. Это иная система образования по сравнению с той, которая была востребована обществом ранее. Применение новейших средств информационной технологии в различных сферах человеческой деятельности, в том числе и в образовании, приобретает все большую актуальность. В отечественных и зарубежных изданиях компьютеризация учебного процесса рассматривается как один из актуальных факторов организации обучения. [20]

С каждым годом в области преподавания иностранного языка появляется все больше разновидностей методов и форм дистанционного обучения с применением новых информационных технологий. Они представляют собой не только отдельные технические средства или системы обмена и передачи информации, с помощью которых осуществляется учебный процесс, но и целостную систему методов обучения, направленных на развитие коммуникативных компетенций учащихся, развитие навыков речи. Увеличение количества видов речевой деятельности, сфер , для осуществления которых требуется владение иностранным языком, интеграция и интернационализация различных областей жизнедеятельности повышают требования к качеству преподавания иностранного языка в неязыковых вузах.[23]

При обучении иностранному языку необходимо учитывать его особенности. Так как спецификой овладения иностранным языком является его двойственность (с одной стороны, изучение лингвистической структуры, с другой — развитие речи), встает вопрос о поиске оптимальных методов обучения с учетом психологических факторов развития речи и сознательного овладения лингвистическими структурами. Поскольку язык есть средство коммуникации, общения, а речь есть способ этой коммуникации , то овладение этими коммуникативными средствами возможно только при создании коммуникативных проблемных учебных ситуаций.

Опыт работы показывает, что использование различных электронных источников и средств вызывает интерес у студентов, повышает их мотивацию к учебе. Однако следует отметить, что их использование в учебном процессе различное: от полного

дистанционного обучения до частичного использования на лекциях и семинарах.

Технологии более не являются частью будущего, и учителя должны приложить усилия, чтобы стать “грамотными” в их применении и внедрять их в процесс преподавания и обучения. Использование новых информационных технологий расширяет рамки образовательного процесса, повышает его практическую направленность.

Заключение

В заключение можно сказать, что использование разнообразных средств информационных технологий на занятиях иностранного языка способствует повышению интереса учащихся к предмету и эффективному формулированию всех видов речевой деятельности, а также формированию у них устойчивых умений самостоятельной работы.

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Nofilologik yonalishdagi talabalarga lingvokulturologiyaga oid tushunchalarni o'rgatishda innovation yondashuv

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"Chet tillar" kafedrasi stajyor o'qituvchisi

Annotatsiya: Ushbu ish xalqning etnopsixologik xususiyatlari va ma'naviy madaniyatini, parameologiyani, pretsedent matnlarni va ijtimoiy-madaniy konnotatsiyalarni o'rganadigan madaniy tilshunoslikka bag'ishlangan. Muallif madaniy tilshunoslikning dunyo tasviri, tushuncha, logotip-epistema, frazeologik birliklar, iboralar, aforizmlar, matallar, maqollar, iqtiboslar, shtamplar kabi asosiy tushunchalarini o'rganadi.

Kalit so'zlar: Lingvokulturologiya, tilshunoslik, madaniyatshunoslik, etnografiya, milliy qadriyatlar.

Аннотация: Данная работа посвящена лингвокультурологии, которая изучает этнопсихологическую характеристику и духовную культуру народа, парамеологию, прецедентные тексты и социокультурные коннотации. Автор рассматривает ключевые

понятия лингвокультурологии, такие как картина мира, концепт, логоэпистема, фразеологизмы, крылатые слова, афоризмы, поговорки, пословицы, цитаты, штампы.

Ключевые слова: лингвокультурология, лингвистика, культурология, этнография, национальные традиции.

Annotation: This work is devoted to cultural linguistics, which studies the ethnopsychological characteristics and spiritual culture of the nation, parameology, precedent texts and sociocultural connotations. The author examines the key concepts of cultural linguistics, such as a picture of the world, concept, logo-episteme, phraseological units, idiomatic words, aphorisms, sayings, proverbs, quotes, stamps.

Keywords: Linguaculturology, Linguistics, Cultural Studies, Ethnography, National Traditions.

Lingvokulturologiya – tilshunoslikda antrotsentrik nazariyaning keyingi yillarda taraqqiy etayotgan mevasidir. Kognitiv tilshunoslikning asosiy tushunchasi – axborot tushunchasi va uning inson ongida qayta ishlanishi, bilimlar tizimi va ularning inson tafakkurida hamda til shakllarida namoyon bo‘lishidir. Kognitiv tilshunoslik kognitiv psixologiya va kognitiv sotsiologiya bilan birgalikda kognitologiyani hosil qiladi. Bu fanlar inson tafakkuri qanday tuzilgan, inson olamni qanday tasavvur qiladi, olam haqidagi qanday ma'lumotlar bilimga aylanadi, ruhiy olam qanday yaratiladi kabi savollarga javob qidiradi. Lingvokulturologiya esa insonni va uning tilini madaniyat tarkibida o‘rganadi. Fan quyidagi muammolarga diqqatni qaratadi: inson olamni qanday qabul qiladi, madaniyatda ko‘chim va timsollarning o‘rni, tilda asrlar davomida saqlanib turgan iboralarning madaniy belgilarni ifodalashdagi roli, ularning inson uchun ahamiyati. Lingvokulturologiya tilni madaniy fenomen sifatida tadqiq etadi. Bu esa olamni milliy til oynasi ortidan ko‘rish demakdir. Ushbu jarayonda til alohida milliy ichki dunyosi ifodasi sifatida ko‘zga tashlanadi. Tilshunoslik butun borlig‘i bilan madaniy-tarixiy mundarijaga tayanadi yoki tadqiqot predmeti sifatida madaniyatning mahsuli, asosi va shart-sharoiti – muhiti hisoblangan tilni tushunadi. Tilshunoslik bo‘limlari ichida “madaniy tashuvchi” sifatida eng faollari til tarixi bilan bog‘liq sotsial dialektologiya, etnolingvistika, uslubiyat, leksikologiya, frazeologiya, semantika, tarjima nazariyasi va boshqa bo‘limlardir.

Lingvokulturologiya sohasiga XIX asrda V. Fon Gumboldt o'zining "Tilning tuzilishi va insoniyat ma'naviy rivojiga ta'siri" kitobi bilan tamal toshini qo'ygan bo'lib, til va millat xususiyatlarining munosabatlari haqida qayd etgan edi. Ayniqsa, uning "turli tillar, o'z xususiyatlari, fikrlash va his-tuyg'uga ta'siriga ko'ra amalda turlicha dunyoqarashni ifodalaydi", "tilning o'ziga xos xususiyatlari millatning o'zligiga ta'sir qiladi, shuning uchun tilni chuqur o'rganish tarix va falsafa insonning ichki dunyosi bilan bog'lab tushuntiradigan barcha narsani qamrab olishi kerak" kabi fikrlari keng tarqalgan.

Shu tariqa, olim tilning turli shakllarida turlicha hissiyot va tafakkur uslublarini ko'radi. Demak, tilda madaniy o'ziga xoslik aks etib turadi, degan xulosaga keladi.

V.Gumboldtning g'oyalari XIX-XX srlardan neogumboldtchilar tomonidan rivojlantirildi. A.A. Potebnya tilni faoliyat sifatida talqin etdi. L.Vaysgerber, X.Glins, X.Xols XX asr o'rtalarida fikrlash mundarijasining tuzilishi va fikrlarning mantiqiy qatori tilga bog'liq ekanligi haqidagi muammoni ko'tarib chiqdilar.

Lingvokulturologiya – bu tilshunoslik, madaniyatshunoslik, tilda milliy madaniyat aks etishi va mustahkam o'rnashib olishi tadqiq etuvchi sohalar to'qnashgan o'rinda paydo bo'lgan tilshunoslik tarmog'idir. Bu fan etnolingvistika, sotsiolingvistika bilan shu qadar chambarchas bog'langanki, V.N.Teliya uni etnolingvistikaning bir ko'rinishi deb hisoblaydi. Biroq ular prinsipial jihatdan umuman boshqa fanlardir. Etnolingvistika tarmog'iga to'xtalganda, eslab o'tish joizki, uning ildizlari yevropada V.Gumboldtga; Amerika tilshunosligida esa F.Boas, E.Sepir, B.Uorfga borib taqaladi; Rossiyada esa D.K.Zelenin, ye.F.Karskoy, A.A.Shaxmatov, A.A.Potebnya, A.N.Afanasev, A.I.Sobolevskoylar tadqiqotlarida alohida mavqyega ega bo'ldi.

V.A. Zveginsev aynan etnolingvistikaga asosiy diqqatini qaratib, unga tilning madaniyat, milliy urf-odatlar, jamiyatning ijtimoiy qurimi bilan aloqalarini o'rganuvchi yo'nalish sifatida tavsif bergandi. Xalq (etnos) – insonlarning lisoniy, an'anaviy va madaniy mushtarak jamoasi bo'lib, bu insonlar kelib chiqishlari, tarixiy va lisoniy belgilari, madaniy tegishlilik xususiyatlari, ruhiyati yaqinligi, o'zaro bir guruhga mansublik haqida tasavvurlari mushtarakligi bilan xarakterlanadilar. Milliy o'zlik – xalq a'zolarining o'zaro bir guruhga mansubligi va boshqa shunday guruhlardan farqlanib turishini anglab yetishidir. Zamonaviy

etnolingvistikaning e'tibor markazida esa til leksik sistemasining shunday elementlari turadiki, ular muayyan moddiy yoki madaniy-tarixiy kompleks (yig'indi)larga oid bo'ladi. Masalan, etnolingvistlar madaniyat shakllari, marosimlar, an'analarning ma'lum hududga oid butun bir to'plamini tadqiqot dasturxoniga tashlaydilar. Bu hudud esa boshqa hududlar bilan birgalikda o'zaro aloqador sistemani tashkil etishi, shu tufayli, avvalo, katta sistemani to'lig'igicha o'rganish muammosi paydo bo'ladi. Bu yo'nalishda asosiy ikkita tarmoqni ajratib ko'rsatishimiz mumkin: 1) lisoniy jihatdan etnik hududni qayta tiklash (R.A. Agaeva, S.B.Bernshteyn V.V.Ivanov, T.V.Gamkrelidze ishlarida); 2) mazkur til bo'yicha xalqning moddiy va ma'naviy madaniyatini tiklash (V.V. Ivanov, V.N.Toporov, T.V.Sivyan, T.M.Sudnik, N.I.Tolstoy va uning maktabi ishlari). Shu tariqa V.V.Ivanov va T.V.Gamkrelidze lisoniy tizimni ma'lum arxeologik madaniyat bilan bog'lab o'rganadilar. Tiklangan so'zlarning semantik tahlili va ularning denotat (mazkur nutq parchasida nazarda tutilgan nolisoniy faoliyat ob'ektlari)ga munosabati bu denotatlarning madaniy-ekologik, tarixiy-geografik tavsifini tiklashga yordam beradi. Istalgan madaniyatni qayta tiklash tilshunoslik, etnografiya, folklorshunoslik, arxeologiya va madaniyatshunoslik hamkorligida amalga oshiriladi. XX asrning ikkinchi yarmida V.N.Toporov, V.V.Ivanovlar rahbarligidagi ilmiy markazlar, N.I.Tolstovning etnolingvistika maktabi, Yu.A.Sorokin va N.V.Ufimsevaning etnopsixolingvistika maktablari vujudga keldi. Ularning tadqiqotlarida til madaniyatning "tabiiy" substrati sifatida ta'riflanadi, uning barcha qatlamlariga kirib boradi, dunyoning ruhiy tartibi quroli vazifasini bajaradi, milliy dunyoqarashning mustahkamlashuvi vositasi hisoblanadi.

Shu tariqa, etnolingvistika va sotsiolingvistika turlicha fan-lardir. Agar etnolingvistika tarixiy jihatdan ahamiyatga molik ma'lumotlarga tayanib, zamonaviy materiallarda biror xalqqa oid tarixiy faktlarni aniqlashga intilsa, sotsiolingvistika bugungi kun material-larini o'rganadi. Lingvokulturologiya esa tarixiy va zamonaviy til faktlarini ma'naviy madaniyat ko'zgusi ortidan tekshiradi. To'g'risini aytganda, bu masalada boshqacha fikrlar ham yo'q emas. Jumladan, V.N.Teliya lingvokulturologiya til va madaniyat munosabatlarini faqat sinxron aspektida o'rganadi: u jonli axborot-aloqa jarayonlarini va xalqning

hozirgi mentalitetiga mos til ifodalarining qo'llanishidagi aloqani tadqiq etadi. [12]

Til madaniy ahamiyatga ega axborotlarni saqlash va to'plash vositasi hisoblanadi. Bir qancha birliklarda bu ma'lumotlar hozirgi kun til egasi uchun implitsit xarakterga ega bo'ladi, asriy o'zgarishlarga uchrab, faqat bilvosita tekshirganda namoyon bo'ladigan tarzda yashiringan bo'ladi. Biroq u mavjud va ong ostida "ishlaydi". Masalan, quyosh so'zi – oy, osmon, ko'z, xudo, bosh so'zlari bilan bir semantik chiziqda yotadi. Til birliklarida joylashgan madaniy axborotlarni ajratib olish uchun lingvokulturolog bir qancha o'ziga xos usullarni qo'llashi kerak bo'ladi. V.N.Teliya lingvokulturologiyaning obyekti nafaqat o'ta milliy, shuningdek, umuminsoniy (Masalan, Qur'on, Injil kabi turfa madaniyatlarda ham uchraydigan) madaniy axborotlardir. Bu sohani aniq bir xalqqa yoki qarindosh xalqlarga tegishli bo'lgan madaniy axborotlar qiziqtiradi. [14]

Lingvoo'lkashunoslik va lingvokulturologiya shunisi bilan farqliki, lingvoo'lkashunoslik asosan tilda o'z aksini topgan milliy realiyalarni o'rganadi..

Etnopsixolingvistika lingvokulturologiya sohasi bilan chambarchas bog'liq sohalaridir. Etnopsixolingvistika muayyan an'anaga oid bo'lgan xulq-atvorning nutq faoliyatida qanday namoyon bo'lishini o'rganadi, turli til egalarining verbal va noverbal fe'l-atvoridagi farqlarni tahlilga tortadi, nutq odobi va "dunyoning rangli manzarasi"ni, madaniyatlararo aloqalarda matn lakunalarini tadqiq etadi, ikkitillilik va ko'ptillilikni turli xalqlar nutq odobining o'ziga xos tomoni sifatida talqin qiladi va boshqalar. Etnopsixolingvistikaning asosiy tadqiqot metodi assotsiativ tajriba bo'lsa, lingvokulturologiya tilshunoslikdagi barcha metodlarni qo'llay olishi bilan ajralib turadi.

XULOSA

Dunyo tilshunosligining lingvopragmatika, lingvokulturologiya, kognitiv tilshunoslik, psixolingvistika, etnolingvistika, neyro-lingvistika, pragmalolingvistika kabi yo'nalishlarida shaxs omili tadqiqot obyektiining markazini tashkil etadi. Mazkur sohalarning yuzaga kelishi lisoniy faoliyatni uning sohibi bo'lgan inson bilan uzviylikda tadqiq etish bilan bog'liqdir.[23]

Antropotsentrik tilshunoslikning yetakchi yo'nalishlaridan biri hisoblangan lingvokulturologiya tilshunoslik, madaniyatshunoslik,

etnografiya, psixolingvistika sohalari hamkorligida yuzaga kelgan, tilning madaniyat, etnos, milliy mentallik bilan o'zaro aloqasi va ta'sirini antropotsentrik paradigma tamoyillari asosida o'rganuvchi sohadir.

Lingvokulturologiyaning tadqiq manbai madaniyat elementlarini aks ettirgan birliklardan iborat bo'lib, ularning har biri o'ziga xos urf-odat, an'ana, qadriyat, dunyoqarash hamda milliy-madaniy qonuniyatlarni turli darajada ifoda etadi.

Lingvokulturologiyaning obyekti milliy, umuminsoniy madaniy axborotlardir. Lingvokulturologiya tilni madaniy fenomen sifatida tadqiq etadi.

Foydalanilgan adabiyotlar:

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SELECTION OF GRAMMAR MATERIALS IN FOREIGN LANGUAGE EDUCATION AND TECHNOLOGIES OF THEIR TEACHING

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Annotation: In this article, the cases of inter language interference problems during the language learning process of foreign language learners are studied, and various methodological instructions and recommendations are given to prevent problems. . Also, various interactive methods and technologies for teaching English grammar are shown in the educational process.

Key words: inter language, language learning, various methodological instructions, recommendation, problem , educational process.

Annotatsiya: Ushbu maqolada chet tillini o'rganuvchilarning til o'rganish jarayonidagi qiyinchiliklarni oldini olish, chet tili grammatikasini o'rganish mobaynida tillararo interfrensiya muammolarini kelib chiqish hollari o'rganilgan va muammolarni oldini olish bo'yicha turli uslubiy ko'rsatma va tavsiyalar berib o'tilgan.

Shuningdek ta'lim jarayonida ingliz tili grammatikasini o'rgatishda turli xil interfaol usullar va texnologiyalar ham ko'rsatib o'tilgan.

Kalit so'zlar: tillararo, til o'rganish, turli uslubiy ko'rsatmalar, tavsiyalar, muammo, ta'lim jarayoni

Аннотация: В данной статье исследуются случаи возникновения проблем межъязыковой интерференции в процессе изучения языка изучающими иностранный язык, а также даются различные методические указания и рекомендации по предотвращению проблем. Также в учебном процессе показаны различные интерактивные методы и технологии обучения английской грамматике.

Ключевые слова: интеръязык, изучение языка, различные методические указания, рекомендация, проблема, учебный процесс.

Study materials play an important role in students' mastery of English grammar; however, there are opportunities for learning materials to be perceived differently by students or teachers. This study aimed to determine EFL students' perception of interesting learning materials used in learning grammar in the English language education department of a private university in Yogyakarta. The respondents were six students from Capita Selecta in Grammar lessons. This descriptive-qualitative study used a phenomenological approach to develop findings through two phases of inquiry: the means of delivery of the materials and what interests them. The results showed that the respondents found four methods of learning material interesting, namely audio-visual, audio, PowerPoint and games. In addition, the content of the materials, the technology used and the method of delivery were interesting. Grammar teachers are therefore expected to be creative in developing grammar teaching materials as key supplements to printed modules/books given to students to study, as reading can have negative consequences such as boredom.

Language plays a very important role in our daily life because it is a way to communicate our thoughts to others . With language, everyone can express their feelings, desires, thoughts and needs. Therefore, it is difficult for anyone without language to understand the meaning of other people's words. Nowadays, learning English is very important because it is an international language and it is usually used to communicate with people from abroad. Moreover, in Indonesia, English has become a

means of self-description both intellectually and socially. Today, many young people use English in their daily activities, although some of them still confuse their mother tongue with English. This adds to the empirical fact that shows that most of the reference books used in Indonesian higher education institutions are still written or published in foreign languages, especially English. However, in general, the English language skills that students have in Indonesia are not sufficient.

Learning English grammar is a difficult task in Indonesia for students who have not made English a compulsory language in this country. This also happens in other non-English speaking countries . This is because English has a different grammar than the language of these countries. Grammar is a necessary component in a language teaching program because it is the primary and dominant position that helps students learn a particular language. As a crucial component in learning English, it is a key skill for the other four English language skills, namely listening, writing, speaking and reading skills. Without grammar, a language learner can hardly master the other skills mentioned above. Some factors are believed to be responsible for the students' interest in or avoidance of grammar class, including their interest in the methods and materials used by their teachers in grammar classes.

Curriculum material is a collection of content that supports teachers in the teaching and learning process of the curriculum. He explained that study material is a key component in most language programs. It is the content of the syllabus in the form of topics along with certain explanations. In addition, it is equipped with information, tools, and texts to help teachers convey the material in teaching and learning activities. Based on the types of learning materials, teachers can use real and non-real / made-up.

Authentic materials are materials that are not pedagogically designed but are used for learning. Some examples are clippings, newspapers, movies, advertisements or news. Authentic materials allow students to directly interact with the level of realism of the English language because they are created by native English speakers. In contrast, materials prepared for pedagogical purposes, such as books, handouts, worksheets, and modules, are non-authentic materials. Non-realistic materials are useful for teaching grammar in language learning.

Educational materials are an important part of the implementation of education in schools. Through teaching materials, the teacher makes

learning easier and helps the students more and learning becomes easier. Learning materials can be prepared in various forms according to the needs and characteristics of the learning materials to be provided. They have been prepared with the hope that they will be useful to all parties interested in learning and are expected to be used as a reference in the development of students' skills in the future. Therefore, it is the teacher's responsibility to develop interesting learning materials.

Now we live in the age of knowledge and technology, including the use of educational materials. Technology makes it possible for students, as subjects of learning, to learn anything, anytime, anywhere, whether it is designed intentionally or for those who live to use it. The role of the teacher has changed a little. The teacher is not the only source of learning. In addition to themselves, teachers can develop and use a variety of learning resources to facilitate their students' learning. In the educational process, the learning of students is limited, connected or controlled by the educational goals of the curriculum, and the materials studied should be selected and adapted to these goals. In other words, learning materials should be made as interesting as possible using technology. It is during this period that the role of teachers and learning materials becomes important and relevant to facilitate learning to achieve predetermined learning goals for students whether they are studying at school, at home or elsewhere. Instructional materials used by teachers and students in the learning process are designed and developed according to careful and correct procedures, based on the principles of learning and the principles of effective design of messages for the learning process of students is very effective in supporting or facilitating them learning process. With study materials, students can relearn the material at home. Developing teaching materials is one of the skills that teachers should have . This capability should be implemented in an effort to provide students with the variety of learning materials necessary to achieve the expected competencies. As a teacher, as well as a developer of educational materials, the teacher is the person most responsible for managing the information and environmental regulation during the learning process of students.

Several studies have been conducted regarding materials and methods of material delivery. However, most of these studies have focused on quantitative types of learning, and as we searched for this topic, there are

no studies that have been conducted with qualitative studies on the grammar materials that students want, specifically focusing on usage. didn't happen phenomenological approach. Using qualitative methods, the current work aims to investigate students' perception of the phenomena identified in specific grammatical materials and the use of appropriate teaching aids in the delivery of the materials.

Because of their importance, students should be involved in determining which materials are best used as teaching materials. This certainly requires research to determine their perceptions of interesting and appropriate learning materials. Therefore, this study sought to reveal students' perceptions of how well the learning material met their preferences and whether they found it relevant and interesting after taking and completing grammar lessons. In this qualitative study, a phenomenological approach was used to provide participants with ideas for engaging and relevant learning materials. There were six students who read the *Capita Selecta* from the Grammar class. This study used structured interviews as a data collection method. The interviews were then transcribed to convert the audio into text. After transcribing, the data were checked by members to obtain reliable data. During the member check process, participants checked specifics of the interpretation of the information they provided to the researchers as material to revise the transcript until all participants confirmed that the transcript was the same as what they wanted to say. Coding was the next step to facilitate classification for data analysis.

This research has gone through two phases, namely, the first phase is related to the types of delivery of the material (media) and the second phase is to analyze the reasons why the learning materials are interesting. A phenomenological approach is most important in gaining a deeper insight into students' preferences for engaging grammar learning materials. Descriptively, each finding is elaborated in the discussion to clarify each element.

Means of delivery of materials

Audio-visual

The participants indicated that a video or film containing entertainment topics is a suitable learning material for learning English in learning English grammar. "I like it when the teacher uses expressions in the movie to teach English grammar. For me, it's very clear in terms of how I feel I

should use specific English grammar or perhaps tenses in my everyday conversation. Audio-visual, for example, a part of a story with a certain background, for example, the difference between 'is' and 'is' becomes very clear when we actually see the 'situation'. Consequently, we don't need to visualize the grammar point in our mind based on the teacher's explanation, but we see it directly using correct grammar. I feel this when learning English with audio-visual ".

“For example, the dialogue in the film is very accurate to describe the times. This is very different from what I had to experience while reading the textbook. Audio-visual helps me understand English grammar more. Also, by learning visually, I don't get bored easily.”

Audio

Respondents stated that audio materials are one of the most interesting learning materials when used properly. For example, when a teacher taught a lesson using English songs, they felt that it was very valuable to learn that songs are not always written with correct grammar. This expanded their knowledge that some songs were created in incorrect grammar to create a "beauty rhyme" for listeners.

“It was epic when the teacher used songs to explain specific grammar and which songs used correct grammar and which songs used incorrect grammar. It was then that, as an English major like me, I realized that grammar can create beauty when used correctly, based on the rhythm of a song.”

Teaching materials should be as creative as using Kahoot! deliver material or change the quiz to make it more interesting. It remains fun and creative because it replaces paper exams using classroom equipment.”

“Learning grammar with Kahoot! more difficult. Flash cards too. The thing is, grammar is a tough subject. If the teacher knows how to conduct the lesson, for example, by giving appropriate and interesting games to the students, it can be lighter.

"Games are important in learning grammar. Therefore, the teacher should make learning materials as interesting as possible, for example, using games, Kahoot! for example."

Technology can really help teachers develop learning materials. For example, PowerPoint with advanced technology may evoke different

feelings in respondents compared to PowerPoint without reference to other forms of technology.

“My teacher took us to different levels when she presented her PowerPoint. His possession of technology forces us to constantly refresh our brains. I used to think that learning grammar could be very boring and tiring. But if it involves technology, it will be fun and interesting. [3]

“I love the way my teacher delivers learning materials using technology. It creates a different atmosphere when we are dealing with proper grammar. Sometimes I wonder why so many teachers stick to the traditional way of delivering materials when there are so many advances in technology. It is a good example of the use of technology included in the educational process.” power point. [10]

Teachers' skills in creating highly engaging Power Points that include grammar teaching materials support students' understanding of the materials. PowerPoint is more effective than textbooks in motivating students to learn. Furthermore, according to, PowerPoint can become the focus of students' attention, even if the content is not interesting. [6]

Effective teachers are able to master the subject matter, strategies and skills to use teaching aids. Today, there are many media that can be used by teachers or educators in the learning process. Therefore, it is not only easy for the teacher to convey his knowledge, but also useful for the students to understand and understand the lessons easily. PowerPoint is a teaching media that can help teachers teach language skills, one of which is grammar. In this modern and technological era, teachers are required to be dynamic with the rapidly developing technological changes. If the teaching system used by the teachers is still traditional, the students are afraid that they will have difficulty in developing and keeping up with the technological changes in the society.

In the past, the traditional teaching system emphasized the teacher's presentation in front of the class with blackboards or other aids. Nowadays, teachers are aided by the availability of PowerPoint software that influences students' understanding. When using PowerPoint media in the educational process, not all students and teachers know and understand every menu function in Microsoft PowerPoint. In addition to the other factors described above, the role of the teacher in the pursuit of creativity and innovation in the composition of the material in an attractive way is the main factor. Through Power Point, students and

teachers can integrate with other methods to support language learning activities in the classroom. Interest in using these media will continue to grow in the years to come.

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**ADVANTAGES AND DISADVANTAGES OF TEACHING
FOREIGN LANGUAGES IN TECHNOLOGICAL DIRECTIONS
THROUGH MODERN PEDAGOGICAL METHODS**

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Abstract: *This article discusses the advantages and disadvantages of teaching foreign languages in technological directions through modern pedagogical methods, several methods of effectively improving the quality of education, as well as the issues of using some modern pedagogical technologies to further improve the quality of education.*

Keywords: *Quality of education, learning and teaching of pedagogical technologies in pedagogical, technological directions, advantages and*

disadvantages of teaching, modern pedagogical technologies, project, interest, process and activity, interactive methods.

Аннотация: *В данной статье рассматриваются преимущества и недостатки обучения иностранным языкам по технологическим направлениям с помощью современных педагогических методов, несколько методов эффективного повышения качества образования, а также вопросы использования некоторых современных педагогических технологий для дальнейшего повышения качества образования.*

Ключевые слова: *Качество образования, изучение и преподавание педагогических технологий по педагогическим, технологическим направлениям, достоинства и недостатки обучения, современные педагогические технологии, проект, интерес, процесс и деятельность, интерактивные методы.*

Annotatsiya: *Ushbu maqolada texnologik yo'nalishlarda chet tillarini zamonavi ypedagogik yo'llar orqali o'qitishning afzalliklari va kamchiliklar ta'lim sifati samarali takomillashtirishning bir qancha usullari, shuningdek, ba'zi zamonaviy pedagogic texnologiyalarini qo'llashni ta'lim sifatini yanada yaxshilashdagi masalalar muhokama qilinadi.*

Kalitso'zlar: *Ta'limsifati, pedagogik, texnologik yo'nalishlarda pedagogic texnologiyalarini o'rganish va o'qitish, o'qitishning afzalliklari va kamchiliklar, zamonaviy pedagogic texnologiyalari, loyiha, qiziqish, jarayon va faoliyat, interfaolusullar.*

INTRODUCTION

Learning a foreign language in a technological direction is becoming increasingly important in today's globalized world, where communication and collaboration are essential for success. The use of modern pedagogical methods can enhance the learning experience and make learning foreign languages in technological directions more engaging and interactive. However, there are also disadvantages associated with modern pedagogical methods, such as technological limitations, lack of personal interaction, overreliance on technology, and cost. In this essay, we will explore the advantages and disadvantages of teaching foreign languages in technological directions through modern pedagogical methods. In this article , we will explore the different types of modern

pedagogical technologies that are being used in educational institutions and their impact on the quality of education.

LITERATURE ANALYSIS AND METHODS

In the process of research, the advantages and disadvantages of teaching foreign languages in technological areas through modern pedagogical methods, as well as certain methods to further improve the quality of education in educational institutions, were used. In the process of writing the article, the principles of theoretical deductive conclusion, analysis, study, research and synthesis, and logic were widely used.

DISCUSSION AND RESULTS

Modern pedagogical methods can make learning foreign languages in technological directions more engaging and interactive. For example, gamification, the use of multimedia, and interactive platforms can help students learn more effectively. Gamification involves using game-like features such as points, levels, and rewards to motivate and engage learners. This can help students stay focused and motivated throughout the learning process. Multimedia, such as videos, images, and audio recordings, can also make learning more engaging and interactive by providing visual and auditory stimuli that can aid in memory retention. Interactive platforms such as language learning apps can provide personalized learning experiences that adapt to the learner's pace and learning preferences.

Firstly, teaching foreign languages in technological directions can make the learning process more engaging and interactive. Traditional language teaching methods, such as lectures and textbooks, can be dry and boring for students, leading to a lack of motivation and interest in the subject. However, modern pedagogical methods, such as gamification and virtual reality, can make learning a foreign language more fun and engaging. For example, language learning apps like Duolingo and Babbel use gamification techniques to make learning a foreign language feel like a game, with rewards and points for completing exercises. This can motivate students to learn and practice the language more often, leading to faster progress and better results.

Secondly, teaching foreign languages in technological directions can allow students to learn at their own pace and in their own way. Traditional language teaching methods often require students to follow a set curriculum and learn at the same pace as their classmates. However, modern pedagogical methods, such as online courses and language learning apps, can allow students to learn at their own pace and in their own way. For example, some language learning apps use adaptive learning algorithms that can personalize the learning experience based on the student's level and learning style. This can help students to learn more effectively and efficiently, as they can focus on the areas they need the most help with, rather than being held back by the pace of the class.

Thirdly, teaching foreign languages in technological directions can provide students with access to a wider range of resources and materials. Traditional language teaching methods often rely on textbooks and other printed materials, which can be limited in terms of their scope and relevance. However, modern pedagogical methods, such as online courses and language learning apps, can provide students with access to a wider range of resources and materials, including videos, podcasts, and interactive exercises. This can help students to develop their language skills in a more diverse and comprehensive way, as they can learn from a range of different sources and contexts.

Fourthly, teaching foreign languages in technological directions can help to prepare students for the demands of the modern workplace. In today's globalized economy, many employers require their employees to have language skills, particularly in fields such as international business, tourism, and hospitality. By teaching foreign languages in technological directions, schools and universities can help to prepare their students for these demands by equipping them with the language skills they need to succeed in the workplace. Moreover, the use of modern pedagogical methods in language teaching can also help to develop skills that are highly valued by employers, such as independent learning, problem-solving, and digital literacy.

Finally, teaching foreign languages in technological directions can help to promote cultural awareness and understanding. Learning a foreign language is not just about acquiring linguistic skills, but also about gaining insight into the culture and society of the language's speakers. By teaching foreign languages in technological directions, schools and

universities can expose their students to a wider range of cultures and perspectives, and help to promote cross-cultural understanding and empathy.

Modern pedagogical methods can also help students retain what they have learned better than traditional teaching methods. Interactive and engaging activities can help students remember information that they have interacted with in a meaningful way. For example, a student may remember a vocabulary word better if they have played a game that required them to use the word in a sentence. Multimedia, such as videos, can also help students remember information by providing visual and auditory cues that aid in memory retention.

Learning a foreign language in a technological direction can improve communication skills and increase cultural awareness. By learning a language, students can develop the ability to communicate effectively with people from different cultures and backgrounds. This can be especially important in industries such as technology, international business, and translation, where the ability to communicate effectively with people from around the world is essential. [7]

Knowledge of foreign languages in technological directions can increase career opportunities in many industries. For example, a programmer who knows a foreign language may be able to work on international projects that require communication with people from different countries. Similarly, a translator who knows a foreign language in a technological direction may be able to translate technical documents or software manuals. In addition, international business and diplomacy require people who can communicate effectively with people from different cultures and backgrounds.

Modern pedagogical methods require access to technology, which can be a disadvantage if schools or students do not have the necessary equipment or resources. For example, schools in rural areas or developing countries may not have access to the same technology as schools in urban areas or developed countries. This can create a digital divide that can disadvantage students who do not have access to the same resources as their peers.[13]

Although modern pedagogical methods can be interactive, they may not provide the same level of personal interaction and feedback as traditional teaching methods.

For example, a language learning app may provide feedback on pronunciation or grammar, but it may not be able to provide the same level of feedback on nuances of language use or cultural understanding as a teacher in a classroom setting. This can be a disadvantage for students who learn best through face-to-face

Overreliance on technology: Overreliance on technology can be a disadvantage if students are not taught the skills necessary to learn without technology or if they become too dependent on technology to learn. Implementing modern pedagogical methods can be expensive, as it often requires investment in technology, software, and training for teachers. This can be a disadvantage for schools with limited funding or resources.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the advantages and disadvantages of teaching foreign languages in technological areas through modern pedagogical methods, the effective improvement of the quality of education, the improvement of the quality of the education they provide through the implementation of modern pedagogical technologies, and the use of modern pedagogical information resources Necessary conclusions were drawn by discussing the problems and shortcomings of good preparation for the tasks ahead. At the same time, in the future, we will have the opportunity to train fully qualified specialists.

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 8. Universities should regard technology as a significant part of teaching and learning programs.
 9. Technology experts should provide extra assistance for teachers who use it in teaching their English courses.
 10. Teachers should be a pattern for their learners in using computer technology (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017).
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**TASVIRIY VA AMALIY SAN'AT YO'NALISHLARIDA
CHET TILINI O'QITILISHINING O'ZIGA XOSLIGI VA
AHAMIYATI**

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Anotatsiya: Ushbu maqolada nofilologik ta'lim yo'nalishlaridan biri bo'lgan tasviriy va amaliy san'at yo'nalishlari talabalari uchun xorijiy tillarni bilish qanchalik ahamiyatga ega ekanligi va xorijiy til darslari qanday tashkil etilishi haqida qisqacha fikr yuritilgan.

Kalit so'zlar: tasviriy va amaliy san'at, ingliz tili, chet tilini bilish bo'yicha malaka sertifikati.

Abstract: This article briefly discusses the importance of knowing foreign languages for students of visual and applied arts, which is one of the non-philological education areas, and how foreign language classes are organized.

Key words: fine and applied arts, English language, foreign language proficiency certificate.

Аннотация: В данной статье кратко рассматривается важность знания иностранных языков для студентов изобразительного и прикладного искусства, что является одним из направлений нефилологического образования, и то, как организованы занятия по иностранному языку.

Ключевые слова: изобразительное и прикладное искусство, английский язык, сертификат о знании иностранного языка.

XXI asrda globallashuv va integratsiya jarayonlari inson faoliyatining barcha jabhalariga ta'sir ko'rsatib, kasbiy yo'naltirilgan muloqotga bo'lgan ehtiyoj katta ahamiyatga ega bo'lgan yangi davrni boshlab berdi. Zamonaviy, doimoo'zgarib borayotgan voqelik nafaqat kasbiy mahorat va ko'nikmalarga ega bo'lishi, balki til aloqasi sohasida yuqori malakali mutaxassislar bo'lishi kerak bo'lgan mutaxassislarga yuqori talablarni qo'yadi. Til asosiy muloqot vositasi sifatida jamiyatda sodir bo'layotgan o'zgarishlarni aks ettiruvchi o'ziga xos oyna vazifasini bajaradi.

Yurtimizda ham mustaqillik sharofati bilan chet tillar o'qitilishiga alohida e'tibor berilmoqda. Minglab chet tili o'qituvchilari tayyorlanganligi, kadrlarning ona vatanimizda va xorijda malaka oshirishlari uchun barcha sharoitlar yaratib berilganligi, ingliz, nemis, fransuz tillari bo'yicha multimediya darsliklari, ingliz tilini o'rganish bo'yicha elektron resurslar tayyorlanganligi, ta'lim muassasalarida zamonaviy lingafon xonalarining tashkil etilganligibuning yaqqol isbotidir. Shu bilan birga chet tilini bilish bo'yicha malaka sertifikatiga ega shaxslarga ko'plab imtiyozlar berilmoqda. Jumladan:

a) kamida B2 darajadagi sertifikatga ega shaxslarga oliygohlarga kirish imtihonlarida chet tili bo'yicha maksimal ball beriladi;

b) chet tili fani o'qituvchilariga ularning malaka sertifikati C1 darajasiga 50 foiz miqdorida har oylik ustama to'lanmoqda;

v) kamida C1 darajadagi sertifikatga ega chet tili fani o'qituvchilari navbatdagi attestatsiyadan ozod etiladi;

g) malaka sertifikatga ega davlat boshqaruv idoralari xodimlariga 20 foizgacha miqdorda qo'shimcha har oylik ustama to'laniladi.

Bundan tashqari, magistratura va oliy ta'limdan keyingi ta'lim shakllariga o'qishga kirish uchun hujjat topshirishda chet tili bilish sertifikatini joriy etilishi ham tilni bilishga bo'lgan talabni yanada oshirilganligidan dalolat beradi.

Xalqimizda ham bir maqol bor: **“Til bilgan el biladi”**. Haqiqatdan ham, xorijiy tilni bilgan kishi ko'p tomonlama imkoniyat va ustunliklarga ega bo'ladi. Bugungi kunda kadrlar oldiga qo'yiladigan asosiy talablardan biri chet tillarini mukammal bilishdir.[1]

Oliy o'quv yurtlarida ingliz tili o'rgatishni maqsad va vazifalari hisobga olingan holda, ularni 2 guruhga ajratish mumkin:

1. Chet tili –ingliz tili bo'yicha mutaxassis tayyorlovchi universitet, institut, fakultetlar.

2. Chet tili- ingliz tili bo'yicha mutaxassis tayyorlamaydigan nofilologik ta'lim muassasalari.

Bu 2 guruhda ingliz tili o'qitish maqsadlari turlicha bo'lib, birinchi guruhdagi oliy o'quv yurtlarida ingliz tilidan mutaxassis tayyorlanishi sababli ingliz tili chuqur har tomonlama mukammal, ham nazariy, ham amaliy o'rgatiladi. Ikkinchi guruhdagi, ya'ni nofilologik ta'lim muassasalarida esa ingliz tili bo'yicha kompleks maqsad ko'zda tutiladi. Talaba ingliz tilidan umumta'lim olib, yana mutaxassisligi bo'yicha ingliz tilini kelajakda o'z ish faoliyatida qo'llashga o'rgatish maqsadi yotadi. Kasbi bo'yicha qisman muloqot qilish, mutaxassisligiga oid so'zlarni o'rganib, matnlarni o'qib tarjima qilishga o'rgatiladi.

Oliy o'quv yurtlarining Tasviriyy va amaliy san'at yo'nalishlari talabalari uchun ham chet tilini o'rganish juda muhim hisoblanadi. Buning sabablarini ham yuqorida keltirib o'tganimizdek, kasbiy faoliyatdagi chet tilini bilish orqasidan yaratilgan bir qator imkoniyatlar birinchi sabab bo'lsa, bu soha uchun ham magistratura va oliy ta'limdan keyingi ta'limda o'qish uchun ham chet tili bo'yicha malaka sertifikatini olish, keyingi sabab deyishimiz mumkin.

Tasviriyy va amaliy san'at yo'nalishi talabalaridan avvalo yuksak ma'naviyat, keng tafakkur va har bir soha bo'yicha ma'lum bir darajadagi bilimlar talab etiladi. Chunki ijodkor inson qimmatli asar yaratish yo'lida harakat qilar ekan, avvalambor te'ran mazmunga e'tibor berishi kerak bo'ladi.

O'tmishga nazar solsak, Leonardo da Vinchi, Rembrand, Mikelanjelo, Kamoliddin Behzod kabi tengsiz ijodkor shaxslar borligini eslaymiz. Ular yaratgan durdona asarlarni kuzatar ekanmiz, ularda naqadar keng teran ma'no va o'ziga xos shakliy yechim borligini ko'rib ajablanamiz. Bundan yaqqol ko'rinib turadiki, dunyo tan olgan buyuk ijodkorlar har bir sohada keng bilimga ega bo'lganlar. Jumladan, Leonardo da Vinchi (1452-1519) davrining insonparvarlik g'oyalariga javob beradigan mukammal inson qiyofasini yaratgan. U ilk asarlaridayoq mayin nur-soya vositasida shaklning oquvchan hajmini ko'rsatdi. Asarlarida diniy mazmunni xilma-xil insoniy hissiyotlar ko'zgusiga aylantiradi. Hisobsiz kuzatishlari natijalarini turli usullarda bajarilgan chizgilarida muhrlagan. Ayniqsa, yuz ifodasini berishda katta

mahoratga erishdi. Baʼzan tashki koʻrinish (yuzdagi zoʻrgʻa ilgʻab olinadigan tabassum) bilan odamlar chehrasini jonlantirib, ularning ichki dunyosi (nozik koʻngil holati)ni ifodalaydi: "Madonna Benua" (taxminan 1478), "Qoyadagi madonna" (1483—94, 2-nusxasi 1497—1511), "Maxfiy kechalar" devoriy rasmi (1495—97), "Angyari jangi" (1503—06), "Mona Liza" ("Jokonda" nomi bilan mashhur, taxminan 1503), "Ioann Krestitel" (taxminan 1513—17); dunyo halokati ifodalangan "Toshqin" rasmlar turkumi (taxminan 1514—16)da tabiatning dahshatli ofatlari oldida insonning ojizligi, tabiiy jarayonlarning takrorlanishini aqliy tasavvuri bilan uygʻunlashtiradi. Meʼmor sifatida u "ideal" shahar va gumbazli ibodatxonaning turli xil loyihalarini ishlab chiqdi. Olim va muhandis sifatida oʻz davri fanining barcha sohalarini boyitdi, ayniqsa, eʼtiborni mexanikaga qaratdi. Yaratishga boʻlgan ehtiros uni oʻz davridan ilgarilab ketishiga olib keldi: yer kavlaydigan mashina, uchish apparatlari, suv osti kemasi, bosma, toʻquvchilik va boshqa dastgohlar loyihalari shular jumlasidan.[5]

Dunyo ilm-fan va sanʼati tarixida oʻchmas iz qoldirgan bu insonlar ijodiy merosini oʻrganish bizni yanada olgʻa intilishga undaydi. Yoshlarning tafakkurini va bilim darajasini oʻstirishda til oʻrganish muhim hisoblanadi. Umida Ahmadova oʻzining "Xorijiy tillarni oʻrganish nega muhim?" maqolasida til bilishning bir qator afzalliklarini sanab oʻtadi. Uning fikricha:

1. Chet tillarni oʻrganish miyangizni oʻstiradi. Tadqiqotlar, siz necha yoshda boʻlishingizdan qatʼi nazar, boshqa tilni oʻrganishning kognitiv afzalliklarini namoyish etdi. Ushbu tadqiqotlar shuni koʻrsatdiki, ikki tilli odamlarning miyasi kattaroq, xotirasi yaxshi, ijodiy, muammolarni hal qiladigan va boshqalar. Ushbu afzalliklar nafaqat koʻproq tillarni oʻrganishni, balki hamma narsani oʻrganishni osonlashtiradi.

2. Chet tilini oʻrganganingizda sayohat arzonlashadi va osonlashadi. Albatta koʻp insonlar sayohat qilishni hush koʻrishadi. Chet davlatga borganingizda til bilish sizga juda katta foyda beradi. Oddiygina ovqatlanishga borganda oʻzingiz istagan taomni bimalol tushuntira olasiz. Yoʻl soʻrashni ham oʻzingiz atrofdagi mahalliy insonlardansoʻrab, qiyinchiliklarsiz eplay olasiz. Agar siz oʻzingiz bilan gid oladigan boʻlsangiz juda ham qimmatga tushardingiz.

3. Chet tilni oʻrganish ish topish uchun dunyo ochadi. Hech kimga sir emaski, chet tilini oʻrganish ish bilan taʼminlanish yoʻllarini yaxshilashi

mumkin. Ko'p kompaniyalar dunyoning bir necha, ko'pincha o'nlab mamlakatlarida ish olib bormoqdalar, ammo ular hech bo'lmaganda bitta chet tilini tushunadigan odamlarni ishga yollamasdan turib buni amalga oshira olmaydilar. Hatto kichik mahalliy kompaniyalarda ham ikkinchi tilda gaplashish qobiliyati sizni boshqa ish oluvchilardan ajratib qo'yishi ehtimoli katta. [11]

4. Chet tilini o'rganayotganda yangi do'stlar orttirish imkonini ochadi. Yangi va qiziqarli odamlar bilan tanishish va umrbod do'stlikni rivojlantirish, albatta, intilishga arziydigan maqsadlardir va boshqa tilni o'rganish bu jarayonni tezlashtirishning ishonchli usuli hisoblanadi. Til bizning his-tuyg'ularimizni, istaklarimizni ifoda etishga va atrofimizdagi boshqa odamlar bilan bog'lanishda yordam beradi va mazmunli munosabatlarni shakllantiradi.

5. Chet tilni o'rganish sizni ko'proq ochiq fikrlashga undaydi. Chet tilni o'rganish va mutlaqo yangi madaniyat va dunyoqarashga singib ketish - ochiq fikrlaydigan, tushunadigan, bag'rikeng shaxsga aylanishning eng ishonchli usuli va bu mutlaqo bebahodir. Dunyoni boshqa nuqtai nazardan ko'rish va siz va boshqalar qayerdan kelganingizni tushunish hayoliy, ko'zni ochadigan tajriba. [15]

6. Chet tillarni o'rganish o'z tili va madaniyatini yaxshiroq tushunishga yordam beradi. Chet tilni o'rganish aslida sizga teskari psixologiyani jalb qilishi va o'z ona tilingiz va madaniyatingizni yaxshiroq tushunishingizga imkon beradi. Bu chet tilini o'rganishning eng kutilmagan afzalliklaridan biridir. Siz nafaqat madaniy urf-odatlar, balki birinchi tilingizning grammatikasi, so'z boyligi va talaffuz uslublari to'g'risida ham ancha xabardor bo'lasiz.[3]

Talabalar oliy ta'lim muassasasini tugatayotganlarida inglizcha fikrni og'zaki, yozma qabul qila olishi, tushunaolishi va og'zaki, yozma ravishda bayon qila olishi talabqilinadi. Tillarga ixtisoslashmagan oliy ta'lim muassasalarida dars soatlarining soni shu muassasalarga oid dasturlarda beriladi. Nofilologik ta'lim muassasalarda chet tillari maxsus dastur vadarsliklar asosida o'qitiladi. Bunday ingliz tili maxsus nofilologik ta'lim muassasalarimiz uchun hali dastur va darsliklarishlab chiqilmaganligi uchun o'zbek tilida o'qitiladigan bunday ta'lim muassasalarida o'qituvchilar o'zlari yo'nalishning xususiyatinihisobga olib, turli xil darsliklar, qo'llanmalarni tanlab foydalanmoqdalar.

Xulosa qilib aytganda, tillarga ixtisoslashmagan oliy ta'lim muassasalarida, xususan, Oliy o'quv yurtlarining tasviriy va amaliy san'at yo'nalishi talabalariga chet tilini o'rgatish juda zarur, chunki talabalarni har tomonlama yetuk qilib tayyorlashda chet tilining ahamiyati katta.

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