



Tadqiqot uz

ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

2020

- » Ҳуқуқий тадқиқотлар
- » Фалсафа ва ҳаёт соҳасидаги қарашлар
- » Тарих саҳифаларидаги изланишлар
- » Социология ва политологиянинг жамиятимизда тутган ўрни
- » Иқтисодиётда инновацияларнинг тутган ўрни
- » Филология фанларини ривожлантириш йўлидаги тадқиқотлар
- » Педагогика ва психология соҳаларидаги инновациялар
- » Маданият ва санъат соҳаларини ривожланиши
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- » Техника ва технология соҳасидаги инновациялар
- » Физика-математика фанлари ютуқлари
- » Биомедицина ва амалиёт соҳасидаги илмий изланишлар
- » Кимё фанлари ютуқлари
- » Биология ва экология соҳасидаги инновациялар
- » Агропроцессинг ривожланиш йўналишлари
- » Геология-минерология соҳасидаги инновациялар



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**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
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"Ўзбекистонда илмий-амалий тадқиқотлар" [Тошкент; 2020]

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ФИЛОЛОГИЯ ФАНЛАРИНИ РИВОЖЛАНТИРИШ ЙЎЛИДАГИ ТАДҚИҚОТЛАР

MILLIY- MA'NAVIY QADRIYATLARDA UMUMINSONIY FAZILATLARNING AKS ETISHI

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Annotatsiya: Maqolada mamlakatimizda ulug'lanib kelinayotgan milliy-ma'naviy qadriyatlarning umuminsoniy qadriyatlarga mosligi hamda bugungi kunda qadriyatlarning yoshlar hayotidagi ahamiyati yoritilgan.

Kalit so'zlar: ma'naviy sohalar, milliy g'oya, milliy mafkura, umumbashariy qadriyatlar.

Mamlakatimiz o'z mustaqilligini qo'lga kiritgach, ma'naviy sohadagi islohotlarimiz ko'lami yanada kengayib, milliy g'oya, milliy mafkura ruhi xalqimiz ongida milliy va umuminsoniy qadriyatlarimizga nisbatan munosabat kengaymoqda. O'zbekiston Respublikasining Birinchi Prezidenti I.A.Karimov o'zining „Mamlakatimiz taraqqiyoti va xalqimizning hayot darajasini yuksaltirish—barcha demokratik yangilanish va iqtisodiy islohotlarimizning pirovard maqsadidir“ asarida shunday deydi: „Bizga hamisha ma'naviy kuch-quvvat beradigan milliy qadriyatlarimiz, boy tarix va madaniyatimiz, buyuk ajdodlarimizning qoldirgan bebaho merosi, din-u diyonatimizni ko'z qorachig'iday asrab-avaylab, e'zozlab, ertangi kunga bo'lgan ishonch tuyg'usini o'z amaliy ishlarimiz bilan yanada mustahkamlash lozim“. Bugun xalqimiz, ayniqsa, yoshlarimiz o'zligini tobora chuqurroq anglab borgani sari barchamizning qalbimizda „Biz kimmiz, kimlarning avlodimiz, kimlar bilan faxrlanamiz, biz ularga munosib bo'la olamizmi?“ degan da'vatkor so'zlar teran ma'no kasb etishi tabiiydir. Biz yosh avlodimizni milliy qadriyatlarga sadoqat ruhida tarbiyalash bilan birga, ularning umumbashariy taraqqiyot yutuqlari, zamonaviy bilimlarni har tomonlama chuqur va puxta egallashi uchun barcha shart-sharoitni yaratib berishimiz lozim. Yoshlarimizni o'z mustaqil fikriga ega bo'lgan, barcha sohalarida dunyodagi tengdoshlari bilan bellasha oladigan, biz boshlagan ishlarning munosib davomchilari, mard va jasur, komil insonlar qilib tarbiyalash—bu nafaqat kata baxt, ayni paytda bu avvalo, o'zbek xalqining qadimiy shuhratini qayta tiklash, uning xalqaro maydondagi obro'-e'tiborini yanada yuksaltirish, rivojlangan davlatlar safidan o'rin egallashning asosiy sharti va garovidir.

Milliy qadriyatlar—millat uchun muhim ahamiyatga ega bo'lgan etnik jihati va xususiyatlari bilan bog'liq qadriyat shakllari. Dunyoda o'ziga xos qadriyatlari bo'lmagan millat yo'q. Milliy qadriyatlar millatning tarixi, yashash tarzi, ma'naviyati hamdamadaniyati bilan uzviy bog'liq holda namoyon bo'ladi. Milliy qadriyatlar mamlakatimiz mustaqilligini mustahkamlaydigan ma'naviy asoslardan biridir. Xalqimizning asrlardan asrlarga meros tarzda kelayotgan milliy qadriyatlari uzoq tarixiy jarayonda shakllangan. Ular ona yurtga ehtirom, avlodlar xotirasiga sadoqat, kattalarga hurmat, hayo, andisha kabi xususiyatlarning ustuvorligi, boshqa xalqlarnikiga o'xshamaydigan urf-odatlar, rasm-rusumlar, marosimlar va an'analar bilan tavsiflanadi.

Ma'lumki, qadriyatlar muayyan sharoitlarda shakllanadi. Shu sababli ular mahalliy, milliy, mintaqaviy shakllar va umuminsoniy mazmunda mavjud bo'ladi. Mahalliy qadriyatlarning eng yetuklari va milliy manfaatkarga moslari asta-sekin saralanib, umummilliy darajaga ko'tariladi. Milliy muhit qadriyatlarni yaratish va saralashning asosiy manbaidir: u milliy qadriyatlarning eng yaxshilarini voyaga yetkazib, jahon miqyosiga olib chiqadi.

Milliy mafkuraning umumbashariy tamoyillari—uning umuminsoniy mazmunidan kelib chiqadi. Birinchi Prezident Islom Karimov asarlari asosida tayyorlangan „Milliy istiqloq g'oyasi : asosiy tushuncha va tamoyillar“ risolasida mafkuramiz tayanadigan umumbashariy tamoyil va



qoidalar ko'rsatilgan:

- mamlakatning mustaqilligini mustahkamlash, uning hududiy yaxlitligi va sarhadlar daxlsizligini ta'minlashda yordam berish;
- qonunning ustuvorligi, demokratiya va o'zini o'zi boshqarishning hayotda mustahkam o'rin egallayotganiga asoslanganlik;
- milliy va umuminsoniy qadriyatlarning uyg'unligiga tayanish;
- xalqaro huquq qoidalariga mos kelishi;

Ushbu qadriyatlar asosida shakllangan milliy mafkura, o'z mohiyatiga ko'ra xalqaro talablarga, umuminsoniy qadriyatlarning ustuvorligi tamoyillariga mos keladi, ularni milliy darajada namoyon bo'lishi uchun imkon yaratadi. Shu bilan birga u mamlakatimizda yashayotgan barcha millat va elat, din va qatlam vakillarining umumiy maqsad- muddaolarini ifodalaydi, xalqimiz o'tmishi va kelajagini bir-biri bilan bog'laydi, uning asriy orzu-istaklarini amalga oshirishga xizmat qiladi. Bu esa mazkur mafkuraning jahondagi demokratik jarayonlar, tinchlik va barqarorlik, inson huquqlari va vijdon erkinligi kabi umumbashariy qadriyatlar mazmuniga mosligini ko'rsatadi.

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BRITISH AND AMERICAN ENGLISH AND GRAMMATICAL DIFFERENCES

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Annotation: There is no denying that learning English, which is a foreign language, is now one of the main foods for students. The rules for learning any language we learn are as endless as the ocean. It tells us that there are lexical and grammatical differences between British and American English.

Keywords: British English, American English, colloquial, group names

English is the main spoken language in the British and American territories, and these two language centers have their own distinctive features, which are lexically very long. The following are examples of similar lexical, grammatical, and pronunciation differences, proving what is said in our language:

Will you play football at the weekend? (British English)

Will you play soccer on the weekend? (American English)

The first of the two sentences above, 'Do you play football on the weekends', refers to British English, where they refer to football as 'Play football', while American English refers to it as 'Play soccer'. It is worth noting that the word, which is now translated into Uzbek as 'Weekend', which includes Saturdays and Sundays, is used in American English with the preposition 'On' and in British English with the preposition 'At'. Let's look at the following example.

Let's sit at the front of the cinema. (Britain)

Let's sit in the front of the movie theater. (America)

Below we analyze another example and focus on the differences in spelling rules:

I have a gray pencil. (or I have got in BritainEnglish)

I have got a gray pencil. (in American English)

The grammatical variety that catches our attention is the use of 'Have and have got'. So 'can' or 'have got' can be used in British English. But 'Have got' should be used in American English. 'Gray' is gray, which is an English word that varies in spelling in regions. That is, the British write this color as 'Gray', while the Americans write it as 'Grey'. So below are some examples.

There are many such words. When it comes to grammatical proportions, let's move on from the simplest to the most complex.

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KONSTITUTSIYA BAXTIMIZ QOMUSI

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“Konstitutsiya” so‘zi turli davrlarda, turli ma‘nolarda qo‘llanilgan bo‘lsada, bugungi kunda u oliy yuridik kuchga ega bo‘lgan, amaldagi qonun va me‘yoriy hujjatlar poydevorini, tagzaminini tashkil etadigan, o‘zgartirish va qo‘shimchalar kiritish qat’iy nazorat qilinadigan Asosiy qonunni anglatadi. Konstitutsiya huquqiy davlatning asosiy belgisi hisoblanadi. Unda jamiyatning ijtimoiy siyosiy xususiyatlari, taraqqiyotining bosh mezonlari, mamlakatning ichki va tashqi siyosatining asosiy yo‘nalishlari o‘z ifodasini topgan bo‘ladi.

Konstitutsiyaning muayyan mamlakat ijtimoiy taraqqiyotining huquqiy zamini, mezoni ekanligi uning funksiyalarida yaqqol namoyon bo‘ladi. Konstitutsiyaning eng asosiy funksiyalaridan biri – davlatchilik rivojlanishidagi vorislikni ta‘minlashdir. Bu borada shuni aytish lozimki, konstitutsiyamizda mustahkamlangan oilaga bo‘lgan e‘tibor yoki ota-onaga bo‘lgan munosabat xususidagi qoidalarni oladigan bo‘lsak ham, bu xalqimizning ongida necha asrlardan buyon shakllangan urf-odatlarimizning bir bo‘lagiga aylangan umume‘tirof etilgan odatlarimizning Konstitutsiyamizda o‘z ifodasini topganligining bir namunasidir.

Konstitutsiyaningsiyosiyfunksiyasini oladigan bo‘lsak, u jamiyatning ijtimoiy tuzumini tartibga solish bilan birga siyosiy hayot hamda hokimiyat uchun kurashning muayyan huquqiy doirasini belgilab berishda ifodalanadi. Tashkiliy funksiyaning mohiyati davlatning konstitutsion tuzilishini tashkil etish va uning faoliyatiga doir asosiy mezonlarni tartibga solishdan iborat.

Konstitutsiyada jamiyat taraqqiyotiga turtki beruvchi g‘oyalari o‘z ifodasini topadi. Bu uning amaliy funksiyasini namoyon qiladi. Konstitutsiya asosiy qonun sifatida muayyan davlatning huquqiy va qonunchilik tizimlarining o‘zagini tashkil etadi, huquqiy tizim faoliyatining ustuvor tamoyillarini belgilaydi va bu uning yana bir –yuridikfunksiyasida yaqqol namoyon bo‘ladi.

O‘zbekistonimizning Konstitutsiyasida yurtdoshlarimizning kelajak avlodlarga ozod va obod Vatan qoldirish, ularning baxtu kamolini ko‘rishdek orzu-havaslarini o‘z ifodasini topganligi bilan birga, davlatimiz rahbari ta‘kidlaganlaridek, unda jamiki dunyoviy ne‘matlar orasida eng ulug‘i – Inson degan fikr ilgari surilgan va shu asosda fuqaro – jamiyat – davlat o‘rtasidagi o‘zaro munosabatning oqilona huquqiy yechimi belgilab berilgan. Asosiy qonunimizda demokratik huquqiy davlat, adolatli fuqarolik jamiyatining qiyofasi, o‘ziga xos belgi va xususiyatlari shakli va shamoyillari o‘z ifodasini topgan.

Ulug‘ ajdodlarimizning asriy armonlari, erkin hayot, farovon jamiyat va adolatli davlat barpo etishdek eng ezgu tilaklari va ulug‘ orzularini o‘zida mujassam etgan davlatimiz Konstitutsiyasi barcha qabul qilinadigan qonunlar va me‘yoriy hujjatlar uchun mustahkam asos va dasturilamal bo‘lib xizmat qilmoqda. Konstitutsiyamizda shaxs, uning huquq va erkinliklari davlatdan ustunligi e‘tirof etilgan, shuningdek, unda inson qadri, shaxs erkinligi va hayotini ta‘minlovchi tabiiy imkoniyatlarni yuzaga chiqishiga alohida ahamiyat berilgan.

Konstitutsiyamizda shaxsning yoshi, millati, irqi, ijtimoiy ahvoli bilan bog‘liq hech qanday cheklashlar yo‘q. Masalan, boshqa mamlakatlarning fuqarolikka ega bo‘lish to‘g‘risidagi qonunchiligida kuzatishimiz mumkin bo‘lgan til bilish va o‘troqlik masalasida ham cheklashlar yo‘q bo‘lib, teng fuqarolik huquqi mustahkamlab qo‘yilgan. Bosh Qomusimizda insonning kundalik hayotdagi eng muhim ehtiyojlarini ta‘minlovchi imkoniyatlar – yashash huquqi, shaxsiy daxlsizlik huquqi, sud jarayonida shaxsiy manfaatlarni himoya qilish huquqi, turar joy daxlsizligi huquqi, bir joydan ikkinchi joyga erkin ko‘chish huquqi, fikrlash, e‘tiqod va so‘z erkinligi, vijdon erkinliklari qonuniy yo‘l bilan kafolatlangan.

Umuman, konstitutsiyamizda ko‘p yillik milliy davlatchiligimiz an‘analari inobatga olinishi bilan birga, jahon konstitutsiyalarining tajribalaridan ham keng foydalanilgan. Shu yo‘l bilan uning eng insonparvar, demokratik va adolatli Qomuslardan biri bo‘lishiga erishilgan. Shuni ham alohida ta‘kidlash joizki, bugungi kunga kelib bosh Qomusimiz har bir fuqaromiz qalban va



vujudan e'zozlovchi muqaddas huquqiy qadriyatga, umid, ishonch va ezgu-niyatlar qo'rg'oniga aylangan. Yillar o'tgan sayin konstitutsiyamizning hayotimiz, taraqqiyotimiz uchun ahamiyati qanchalik katta ekanligiga, tanlagan yo'limiz nihoyatda to'g'ri ekanligiga qayta-qayta ishonch hosil qilaveramiz.

Xulosa qilib aytganda, Konstitutsiya – tarixiy ahamiyati beqiyos bo'lgan hujjatdir. Uni shu vaqtga qadar davlatchiligimiz tarixidagi boshqa hujjatlarning birortasi bilan qiyoslab bo'lmaydi. Zero, unda tarixiylik zamonaviylik bilan uyg'unlashib, jahonning ijtimoiy, siyosiy, falsafiy va huquqiy tafakkuri sohasida erishilgan barcha yutuqlar mujassamlashgan.



“QARAMOQ” FE’LINING GAP AKTUAL STRUKTURASIGA TA’SIRI

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Annotation: The verb look “qaramoq” which has a special place in Uzbek linguistics with its variety of functional and meaning features has not been specifically studied. Taking this into consideration, the very article explains the actual division of a sentence, the theme and rheme parts and the importance of the verb look “qaramoq” in the sentence.

Annotatsiya: O‘zbek tilshunosligida funksional va ma’no xususiyatlarining kengligi bilan tilimizda alohida o‘rin tutuvchi qaramoq fe’li hozirda maxsus tadqiq etilmagan. Ana shuni e’tiborga olganimiz holda, mazkur maqolamizda gapning aktual bo‘linishi, gapning tema va rema qismlari va qaramoq fe’lining gap aktual tuzilishidagi o‘rinlari ochib berilgan.

Tayanch so‘zlar: *actual struktura, tema, rema, predikat, aspect, propozitiv, kommunikativ, denotativ, signifikativ, presuppozitsiya, propozitsiya.*

Gapning aktual bo‘linishini ba’zi adabiyotlarda gapning funksional istiqboli deb ham yuritiladi. Ma’lumki, til tafakkurning nutqda bevosita namoyon bo‘lishidir. Lekin til bilan tafakkur bir-biriga teng emas, ular dialektik butunlikni tashkil etadi. Tilni tafakkurdan va tafakkurni tildan ajratib qo‘yish mumkin emas. Ular doimo bir-birini taqozo qiladi. Gaplar (darak gaplar) mantiq birligi bo‘lmish hukmni aks ettiradi. Hukm asosan, sub’yekt va predikatdan tashkil topadi [1.25-b].

Gap mazmuniy sintaksisi haqida fikr bildirilganida uning turli xil aspektlari (propozitiv, modal, kommunikativ) ajratiladi.

Agar propozitiv (nominativ) va modal aspektlari gapning in’ikos etish semantikasini, uning denotativ va signifikativ mazmunini aks ettirsa, kommunikativ plan, birinchidan, so‘zlovchining kommunikativ niyatini, ya’ni shu gapdan ifodalangan ob’yektiv mazmun elementlarining ahamiyatlilik darajasini belgilashni (aktual bo‘laklarga ajratish) hamda darak, so‘roq, buyruq ifodalashni, ikkinchidan, presuppozitsiya axborotini o‘z ichiga oladi. Shunday qilib, til birligi sifatida gap semantikasiga faqat nominativ plan – propozitsiya plani oiddir. Kommunikativ plan esa jumla semantikasining, demak, nutq semantikasining predmetidir [2.380-b].

Jumlaning kommunikativ vazifasi nuqtayi nazaridan tuzilishi uning aktual tuzilishi hisoblanadi.

Kommunikativ (aktual) vazifa nuqtayi nazaridan jumlaning tashkil etuvchi elementlar *tema* (ma’lum) va *rema* (yangi) qismlariga bo‘linadi. Jumlaning rema qismi kommunikativ eng ahamiyatli qism – kommunikativ markaz hisoblanadi. Savol gapning shu kommunikativ markazini – remani aniqlash uchun beriladi [2.386-b]. Gapning aktual tuzilishi uning qismlarining tema va remalarga ajratilishi bilan izohlanadi. Gap tarkibida nechta bo‘lak bo‘lishidan qat’iy nazar, u mazmuniy jihatdan 2 qismdan: tema – ega va ega guruhi qismidan hamda rema – kesim va kesim guruhi qismidan tashkil topadi.

Maqolamizning asosiy qismida “*qaramoq*” fe’lining gap aktual tuzilishidagi o‘rniga to‘xtalib o‘tamiz.

Turkiy tillarda aktuallashgan bo‘lakning ikki xil o‘rni ko‘rsatiladi. K.M.Abdullayev turkiy tillarda aktuallashgan bo‘lakning, ya’ni remaning ikki xil o‘rni borligini: 1) kesimdan oldingi o‘rni; 2) gapning oxiri, shunga ko‘ra aktuallashishning ikki darajasi – kuchli va kuchsiz aktuallashish mavjudligini ta’kidlaydi.

Ozarbayjon tilida kuchli aktuallashish jumlaning eng oxirida, kuchsiz aktuallashish esa kesimning oldida yuz beradi. Uning ko‘rsatishicha, hamma bo‘laklar shunday ikki darajadagi aktuallashishga ega.

Bu nuqtayi nazardan o‘zbek tili turkiy tillar sistemasida alohida o‘rin egallaydi. Chunki o‘zbek tilida ayrim bo‘laklar (masalan, ega va kesim) aktuallashishning faqat bir darajasiga – kuchli darajasiga ega. Ega aktuallashuvining kuchli darajasi uchun gapning oxirgi o‘rni xarakterlidir. Hol va to‘ldiruvchilarda mazkur darajani kuzatish mumkin. Ammo, bunday holat og‘zaki nutq uchun ham, yozma nutq uchun ham normal hol emas. Odatda, o‘zbek tilida hol va to‘ldiruvchilarning so‘z tartibi yordamida aktuallashish o‘rni kesim oldi hisoblanadi [2.399-b].

*Hakimboyvachcha yalt etib ukasiga qaradi.
Yalt etib ukasiga qaradi **Hakimboyvachcha.***



Hakimboyvachcha yalt etib ukasiga qaradi.

Ukasiga Hakimboyvachcha yalt etib qaradi.

O'zbek tilida aktuallashish aksariyat hollarda gapning oxirgi qismi bilan uzviy bog'liq. Kesim gapning mazmuniy markazi hisoblanadi. Shuning uchun boshqa bo'laklar uning atrofida – unga bog'liq holda aktuallashadi. Yuqoridagi gaplarning propozitiv aspekti barcha variantlarida bir xil. Ya'ni, *Hakimboyvachchaning ukasiga to'satdan qarashi* – umumiy propozitsiyasidir. Biroq, gapning aktual tuzilishi (kommunikativ aspekt) barcha variantlarda ham bir xil emas. Birinchi variantda kesim aktuallashgan. Sababi, o'zbek tilida kesimning aktuallashish o'zni gapning oxirgi qismidir. Ikkinchi variantda ega aktuallashgan. Eganing kesimdan ham keyin joylashtirilishi unga nisbatan ta'kid ma'nosini kuchaytiradi. Yuqorida ta'kidlaganimizdek, ikkinchi darajali bo'laklar uchun kesimdan oldingi pozitsiya aktuallashish o'zni hisoblanadi. Uchinchi va to'rtinchi variantlarda kesimdan oldin kelgan to'ldiruvchi (ukasiga) va ravish holi (yalt etib) gapning aktual qismini tashkil etgan.

Gapda ega va ega guruhi hamda kesim va kesim guruhi aktual qatlamning asosiy bo'laklari hisoblanadi. Masalan, *Butun xonadonimiz sizlarga hurmat-u umid bilan qaraydi*. Keltirilgan misolda *butun xonadonimiz* – tema, *hurmat-u umid bilan qaraydi qismi* esa – remadir. Bu gapning kommunikativ aspekti jihatidan ko'rinishi. Sintaktik jihatdan nechta gap bo'lagi qatnashishidan qat'iy nazar gapning kommunikativ aspekti 2 qismdan tashkil topadi.

Jumlaning aktual bo'linishi gap presuppozitsiyasi bilan ham bog'liq. Keng presuppozitsiya ostida kishilarning o'zini qamrab turgan ob'yektiv reallik haqidagi universal bilimi tushuniladi. Ob'yektiv borliqda har bir predmetning tipik, xarakterli xususiyati, ma'lum narsaga moslanishi mavjud. Predmetlarning ana shunday xususiyatlarini tavsiflashda konkret ma'noli so'z umumiyroq so'z bilan almashinishi yoki butunlay tushib qolishi mumkin. Ammo, so'zlovchi va tinglovchi bir-birini to'g'ri tushinishi uchun uning tushib qolishi hech qanday rol o'ynamaydi [3.75-b].

Ajab inson xotirasi – eshigi yopib qo'yilgan omborga o'xsharkan. Ombor oldidan har kuni o'tasiz. O'tasiz-u, o'z yumushingiz bilan ovora bo'lib, qayrilib qaramaysiz. Vaqti kelib tasodifiy shamol omborning eshigini ochib yuboradi-yu, beixtiyor ichkariga mo'ralab qaraysiz.

Keltirilgan matnda "qaramoq" fe'li gapning oxirgi qismida kesim sifatida aktuallashgan. Bu matnda ham aktuallikni, ham presuppozitsiyani ko'rishimiz mumkin. Ya'ni, "**qaramoq**" fe'lining o'z ma'nosi emas balki pragmatik ma'nosi gapning pragmatik strukturasi shakllantirgan.

Aktuallashishning yana bir vositasi gap urg'usi hisoblanadi. Logik urg'u yordamida gapning istalgan qismi aktuallashishi mumkin. Yoyiq jumlada qaysi bo'lak mantiqiy urg'u ostida bo'lsa, shu bo'lak, rema, qolgan bo'laklar tema qism bo'ladi. Savol ham shu mantiqiy urg'uli bo'lakka qarab beriladi. Masalan:

– *Oxo! Nash! – Dyadya Vasya kotelokni changallaganicha osmonga qaradi.* (Nima qildi?)

– *Oxo! Nash! – Dyadya Vasya kotelokni changallaganicha osmonga qaradi.* (Qayerga qaradi?)

– *Oxo! Nash! – Dyadya Vasya kotelokni changallaganicha osmonga qaradi.* (Qay holatda?)

– *Oxo! Nash! – Dyadya Vasya kotelokni changallaganicha osmonga qaradi.* (Kim qaradi?)

Mantiqiy urg'uni xarakterlaydigan birinchi omil semantik yoki aktual omillardir. Mantiqiy urg'uli bo'lak shu jumlaning mazmuniy eng ahamiyatli bo'lagi bo'lib, rema qismini tashkil etadi. Qolgan bo'laklar esa tema bo'ladi [3.36-b].

Xulosa qilib aytganda, gapning aktual strukturasi ta'sir etuvchi asosiy omillardan biri logik urg'udir. Gap mazmuniy tuzilishida presuppozitsiya va aktual qatlamlarning alohida o'zni bor. Bularning birinchisi kishilarning amaliy bilimlari bilan bog'liq bo'lsa, ikkinchisi kommunikativ vazifasining amalga oshirishida muhim ahamiyatga ega.

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ОНА ТИЛИ ВА АДАБИЙОТ ФАНИНИНГ О‘QUVCHILAR NUTQINI ШАКЛЛАНТИРИШДАГИ О‘RNI

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13-maktab ona tili va adabiyot fani o‘qituvchisi

Anotatsiya: Ushbu maqolada Ona tili va adabiyot fanining o‘quvchilar nutqini to‘g‘ri shakllanishidagi o‘rni to‘g‘risida so‘z boradi.

Kalit so‘zlar: nutq, mazmundorlik, mantiqiy fikrlash, taqqoslash. Inson uchun nutq bu uning butun turmush tarzi va hayoti bilan bog‘liq bo‘lgan ajralmas qism hisoblanadi. Nutq insonning ichki olamini ochib bera oladigan yagona yo‘l hisoblanadi. Inson butun umri davomida o‘z nutqini takomillashtirib boradi. U tilimizning boy imkoniyatlaridan unumli foydalanish orqali nutqning go‘zal, ifodali bo‘lishiga yordam beradi.

O‘quvchilar nutqini rivojlantirishda quyidagi jihatlarga e‘tiborli bo‘lishi lozim. Birinchidan, o‘quvchi nutqida fikrning mantiqan to‘g‘ri, aniq va izchil bo‘lishidir. Nutqda har bir fikr mantiqan asoslangan bo‘lsagina, uning ta‘sirchanligi ortadi. Bu har bir o‘quvchidan narsa, voqea-hodisaga sinchkovlik bilan qarash, ularning har biriga to‘g‘ri baho bera olish, shu yo‘l bilan nutqni muntazam va izchil qurish, uni isbotlay bilishni talab etadi. Nutqning mantiqan to‘g‘riligi fikrlarning aniq va bir-biriga izchil bog‘langanligi, mavzudan chetga chiqmaslik, hukm va xulosalar asosli bo‘lishi lozim. Ikkinchidan, nutqning ohangdorligi. Ohang o‘quvchi nutqining ta‘sirchanligini oshirish vositasi hisoblanadi. Shuning uchun she‘riy asarlar, nasriy parchalarni ohangdorlikka amal qilgan holda o‘qiy olish ham o‘quvchi nutqini rivojlantirishga xizmat qiladi. U ohang yordamida nutqni sintagmalarga bo‘ladi, mantiqiy urg‘uni ham o‘rinli qo‘llaydi.

Uchinchidan, nutqning soddaligi va sofligi. Sodda nutq, avvalo, tushunarli bo‘ladi. Nutqning tushunarli bo‘lishi bir tomondan, fikrni lo‘nda, aniq bayon qilish, tushunarli bo‘lmagan g‘aliz jumalardan saqlanishda namoyon bo‘lsa, ikkinchi tomondan, tinglovchining tayyorgarlik darajasiga ham bog‘liq. Demak, o‘quvchi fikrni ham sodda, ravon bayon qilishi, ham o‘zgarlar fikri mohiyatini anglab, uni tushunish imkoniyatiga ega bo‘lishi kerak. Nutqning sofligi, avvalo, uning tozaligi demakdir. Nutqni bunday so‘zlardan tozalab borish, fikrni sof adabiy tilda, uning boy imkoniyatlaridan foydalanib bayon qilish ona tili fani o‘qituvchisining asosiy vazifasi bo‘lmog‘i lozirivojlangan nutqqa faqat shularning hammasiga amal qilish orqali erishadi. Bu talablarga doimiy va qat‘iy amal qilinsagina nutqni o‘stirish, rivojlantirish samarali kechadi.

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АРАБ ТИЛИДАН ИСПАН ТИЛИГА ЎЗЛАШГАН СЎЗЛАР ВА БУНГА ТУРТКИ БЎЛГАН ОМИЛЛАР

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Аннотация: Ушбу мақолада араб тилининг жаҳон тиллари орасидаги ўрни, Европа тиллари, хусусан испан тилига таъсири ва бунги туртки бўлган омиллар хусусида мулоҳазалар киритилган.

Калит сўзлар: Сомий тиллар, ўзлашма сўзлар, қадимий Андалус диёри, аниқлик артикли.

Араб тили ҳозирги кунда олти жаҳон тилининг бири ҳисобланади. ЮНЕСКО ахборотига кўра, ҳозирги кунда дунёда 5600дан ортиқ тил ва шевалар мавжуд. Бирлашган Миллатлар Ташкилоти кенгашларида иш юритиш учун қўлланадиган етти тилнинг биттаси араб тилидир. Бу тилда БМТ, Араб давлатлари лигаси, Форс кўрфази араб давлатлари кенгаши, АОПЕК ташкилоти, Араб тили академияси, Ислом робитаси ташкилотлари сингари бир қатор халқаро ташкилотларда кенгашлар, сессиялар ва мажлислар олиб борилади.

Маълумки, сомий тиллар оиласига кирувчи араб тили дунёнинг энг қадимги тилларидан бўлиши билан бирга ўзининг бойлиги, кенгкамровлиги, назокат ва латофати ила эътирофга сазовор бўлган. Юксак маҳорат намунаси бўлган классик назму насри, мазкур тилда ёзилган тарихий, адабий, фалсафий манбалар ва энг асосийси, Куръони карим ва ҳадиси шариф тили бўлгани эса, араб тилининг қийматини чандон оширган.

Араб тили ўнлаб асрлардан буён мусулмон оламида, хусусан, Мовароуннаҳрда ҳам илм-маърифат тили ўлароқ амалда бўлгани натижасида ушбу жуғрофияда мавжуд тилларнинг барчаси, жумладан, ўзбек тилининг ҳам кўплаб сўзлар билан бойиши сайқал топиб, таракқий этишига ижобий таъсир кўрсатди. Юқоридагилардан келиб чиққан ҳолда, араб тилини ўрганиш, ўргатиш, илмий асосда чуқур ва теран тушуниш жаҳон маданияти, мусулмон шарқ тарихи, адабиёти, қолаверса, Ватанимиз шонли тарихи, Ўрта Осиёдан етишиб чиқиб, умумжаҳон илм-фани ривожига бекиёс ҳисса қўшган мутафаккирларнинг араб тилида ёзилган асарлари билан янада яқинроқ ва аниқроқ танишиш йулида мустаҳкам кўприк бўлиб хизмат қилади.

Шубҳасиз, ҳар қандай тилни луғатларсиз ўрганиш тасаввур қиларли иш эмас. Бинобарин, инсоният ўз тарихида жуда қадимдан бир тилли, икки ва кўп тилли луғатлар тузиб келган ва бу йўлда катта тажриба орттирган. Маълум бўлишича, турли халқларда луғатшунослик анъанаси уч босқичда шаклланган. Биринчи босқич, луғатгача бўлган давр деб аталади. Ушбу босқич тушунарсиз сўзларни изоҳлаш билан белгиланиб, шумерларда мил. ав. XXV асрда, хитойларда мил. ав. XX асрда, Ғарбий Европада мил. ав. VII асрда юзага келган, иккинчи босқич, илк луғат даври деб юритилиб, оғзаки тилдан фарқ қилувчи адабий тилни ўрганишга хизмат қилган. Санскрит тилида бу босқич VI-VII асрларда, қадимги юнонларда эса X асрда юзага келган бўлса, кейинроқ лотинча-инглизча (XV аср), черков славянча-русчаси (XV аср) каби икки тилли луғатлар пайдо бўлди. Бир тилли изоҳли луғатлар дастлаб иероглифли ёзувга асосланган Хитой (мил. ав. 111 аср) ва Японияда (VIII аср) тузилган. Учинчи босқич, ривожланган миллий адабий тилларга асосланган тарарий этан тилшунослик босқичи. Бу босқичда мукамал изоҳли, таржима ва ихтисослашган луғатлар тузилди, чоп этилди.

Исломгача бўлган даврда араблар орасида ўқиш-ёзиш кенг тарқалмаган бўлиб, луғат тузишга ҳам бирор зарурат бўлмаган. Ислом келгач эса, одамларда янги истилоҳлар ва тушунарсиз сўзлар маъносини билиш эҳтиёжи туғилди. Бу эса, биринчи навбатда оғзаки тарзда бўлса-да луғатшунослик анъанасининг юзага келишига туртки бўлди. Араб луғатчилиги, гарчи энг биринчи бўлиб пужудга келмаган бўлса-да, бу борада олиб борилган ишларнинг улканлиги, самарадорлиги, ҳам сони, ҳам сифати жихатидан етакчи ўринлардан бирини эгаллади (айрим тилишлуносларга кўра, Хитой тилидан кейин иккинчи ўринда). Олимларни араб тилига, унинг грамматикаси, фасохат ва балоғати, хусусан, лексикаси



билан махсус шуғулланишга ундаган омил бу, шубҳасиз, классик араб адабиёти, шунингдек, Куръони каримни тушуниш истагидир. Зотан, Ислоннинг илк даврида араб тилининг энг билимдони саналган саҳобалар ҳам айрим сўзларнинг маъноларига тушунмаганлар ва уларни ўрганишга ҳаракат қилганлар. Шундай қилиб, луғатшунослик борасида илк қадамлар қўйила бошлаган.

Испан тили – испанлар тили ҳисобланиб, ҳинд-европа тиллари оиласининг роман тиллари гуруҳига мансуб. Испан тилида сўнги маълумотларга кўра, 400 млнга яқин киши сўзлашади. Испания ва Лотин Америкасидаги 19 мамлакатнинг (Перуда кечуа, Боливияда кечуа ва аймара, Пуэрто-Рикода инглиз тили б-н бир қаторда) расмий тили испан тили саналади. Жонли лотин тили асосида шаклланган, кўп диалектли, луғати таркибида араб тилидан ўзлашган сўзлар анчагина, Испан адабий тилига кастил диалекти асос қилиб олинган. Шунинг учун испан тили XV асргача “кастил тили” деб ҳам аталган. Испан тилига оид дастлабки ёзув намуналари X-XI асрларга оид расмий ҳужжатларда учрайди. Испан тили товуш қурилиши учун 5 унли, дифтонг ва трифтонглар хос. Урғунинг ўрни қатъий эмас. От ва сифат турланмайди, жинс ва сон категориялари, артиклниг 3 тури (аниқ, ноаниқ ва нол) мавжуд. Фақат кишилиқ олмошларигина турланади. Гапда сўзлар тартиби нисбатан эркин. Ёзуви лотин алифбоси асосида. Испан тили – БМТнинг олти расмий ва иш юритиш тилидан бири ҳисобланади.

Шарқшунос олимлар Анжилмон ва Дузи ўзларининг “Араб тилидан ўзлашган испанча ва португалча сўзлар луғати” номли китобларида айтишларича, араб тилидан испан тилига ўзлашган сўзлар испан тилидаги сўзларнинг тўртдан бир қисмига тўғри келар экан.

Бунга асосий сабаб – Андалусия диёрининг 711-1492 йиллар оралиғида мусулмон ерларга тегишли бўлгани ҳисобланади.

Асли арабча бўлиб, испан тилига кирган сўзларни ўрганиш, тадқиқ этиш, таҳлил қилиш борасида кўплаб тадқиқотчилар изланиш олиб борганлар. Хусусан, Анжилмон ва Дузи ўзларининг “Араб тилидан ўзлашган испанча ва португалча сўзлар луғати” номли китоб ёзганлар. Кузбери, Салми Ҳаффор “Асли арабча бўлган испан тилидаги сўзларнинг тўртдан бири”, Анон, Муҳаммад Абдуллох “Қофилатуз зайт” журналида “Араб тилининг испан тилига таъсири”, Фахриддин, Самиранинг “Араб тилининг испан тилига таъсири”, Саййид Алоуддин “Арабча сўз ва атамаларнинг жаҳон тилларидаги ўрни”, Анвар Маҳмуд Занотийнинг “Араб тили ва замонавий мулоқот”, Муҳаммад Муҳаммад Хаттобийнинг “Араб тили ва унинг сервантис тилига таъсири”, Майсун Шақирнинг “Араб тили испан тилидан қадимийдир, Испан тили араб тилидан ҳомиладор бўлган”, Салмо Руснинг “Испан тилида сақланиб қолган арабча сўзлар”, “Сиз араб тилида гаплашсангиз, демак испан тилида ҳам гапираётган бўласиз” каби илмий мақолалар ёзишган.

Араб тилининг испан тилига таъсири ниҳоят даражада катта бўлган. Араб, барбар мусулмонлар Испания диёрларини ватан тутишган. Мусулмонлар бу ҳудудда тахминан 8 асрга яқин истиқомат қилишган. Яна ҳам аниқроқ айтиладиган бўлса мелодий 711 йилдан то 1492 йилгача ҳукмронлик қилишган.

Ҳозирги кунда испан тили жуда кўплаб асли арабча бўлган сўзларни ўз ичига олади. Шу боисдан ҳам, испан тилининг тўртдан бир қисми араб тилидаги сўзлар эканлиги таъкидланади.

Араб тили Испаниянинг жанубий ва шарқий қисмларига ёки бошқача қилиб айтганда, Андалус деб номланувчи минтақага ўз таъсирини ўтказган.

Испаниялик тадқиқотчи филологларнинг айтишича, испан тилига араб тилининг таъсири ниҳоят даражада чуқур.

Тарих гувоҳлик берадики, мусулмонлар Испания ва Португалияда илм-фан ёйилишида буюк цивилизацияга асос солишган. Шунингдек, зироат, ишлаб чиқариш, муҳандислик каби муҳим соҳаларда ҳам янгиликларни тақдим этишган. Ҳатто шу даражадаки, Андалус ўша пайтларда Европа маркази, гуллаб яшнаган диёр ҳисобланган.

Бунинг натижасида жуда кўплаб жой номлари, кишиларнинг исмлари ва шу каби атоқли отларда, ҳатто феълларда ҳам араб тилининг таъсири намоён бўлади. Бироқ ҳозирги кунга келиб, араб тилидаги феъллар испан тилида деярли ишлатилмай қўйди. Наридан 10 тага яқин арабча феъл туркумига оид сўз қолган бўлиши мумкин.



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“NAHJUL FARODIS” ASARINING BADIYYATI

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Annotatsiya. Ushbu maqolada “Nahjul farodis” asarining janr jihatlari, didaktik janrga mansub hikoyatlar badiiyati, hadislarning tarbiyaviy ahamiyati xususida so‘z boradi. Hadislarni keng sharhlash asosida yuzaga kelgan hikoyat va rivoyatlarning har biri ma’lum bir g‘oyani – to‘g‘rilik, halollik, rahm-shafqat kabi fazilatlarini shakllantirishga xizmat qiladi. Insoniyatni ma’rifatga chorlash, komillik sari da’vat qilish kabi fazilatlarini Mahmud Ali har bir bobda ilgari suradi.

Annotation. This article discusses the genre aspects of “Nahjul Farodis”, the art of didactic stories, and the educational value of hadiths. Each of your stories and narrations, which are based on a broad interpretation of the hadiths, serves to shape a certain idea - such as truthfulness, honesty, and compassion. In every chapter, Mahmud Ali emphasizes the virtues of enlightenment and the call to perfection.

Аннотации. В этой статье обсуждаются жанровые аспекты “Нахджула Фародиса”, искусство дидактических историй и образовательная ценность хадисов. Каждое ваше повествование и повествование, основанное на широком толковании хадисов, служит для формирования определенной идеи - таких качеств, как правдивость, честность и сострадание. В каждой главе Махмуд Али подчеркивает достоинства просветления и призыв к совершенству.

Kalit so‘zlar: Hadis, janr, asar, didatika

Key words: Hadith, genre, work, didactics

Ключевые слова: Хадис, жанр, произведение, дидактика

“Nahjul farodis” tarixiy asar emas, payg‘ambar va xalifalar tarixi boshdan-oxirigacha bayon qilinmagan. “Nahjul farodis” – agiografik asar, muallif payg‘ambar va xalifalar hayotining eng muhim nuqtalariga e’tibor qaratgan. Jumladan, Olloh Taolo Muhammad a.s.ga payg‘ambarlik sifatini topshirishi, musulmonlikni ilk bor qabul qilgan Xadicha, Ali, Abu Bakr va Zayd to‘g‘risidagi qiziqarli voqealar, payg‘ambar a.s.ning Makkadan Madinaga borishi, uning mo‘jizalari va boshqa ko‘p voqealar “Nahjul farodis”ni qiziqarli badiiy asar sifatida yaratishga asos bo‘lgan. Jumladan, mazkur asarning birinchi bobi, to‘rtinchi faslidan “Payg‘ambar a.s.ning Makkadan Madinaga chiqmoq bayoni ichinda turur” nomli voqeaga e’tibor qarataylik. Bu voqea imom Abul Alayi Ushiyning “Nishob ul-axbor” kitobidan bir hadisni keltirish bilan boshlanadi. Hadis ma’nosi quyidagicha: “Qaysi bir mo‘min va muvahhid g‘ariblikda o‘lar bo‘lsa, Haq Taolo o‘sha qulga shahidlar savobi ro‘zi qilur, yana qabr azoblaridan saqlaydur”. Shundan so‘ng quyidagi voqea keltiriladi: Kunlaming birida Abu Jahl qurayshlami yig‘di. Bir uy bor edi. O‘sha uyni dor ul-nadvo (saxiylik eshigi) der edilar. Qachon biron maslahat qilishga to‘g‘ri kelib qolsa, o‘sha uyga yig‘ilishar edilar. Shu orada Iblis o‘zini bir qari chol suratiga o‘xshatib, ulaming orasiga kirdi. Qurayshlar so‘radi: “Ey chol, sen kimsan?” Iblis javob berdi: “Men shayx Najdiyman, Najd elidan bir cholman. Eshitdimki, sizlarning bir mashvartingiz bor deb. Men ham ular orasida bo‘layin, ulaming so‘zlarini eshitayin, bilayin, deb keldim”. Abu Jahl xursand bo‘ldi. Shundan so‘ng Abu Jahl gap boshladi: “Ey quraysh qabilasi, Muhammadning ishi kundan-kunga ziyoda bo‘lib bormoqda. Qo‘rqamanki, buning natijasida ko‘p odamlar yig‘ilishib, bizlarga zaxmat yetkazadilar deb. Endi bundan so‘ng ishni bir yoqli qilsak”. Jumla xalq bu gapni ma’qul ko‘rdi. Shundan so‘ng Abu Jahl Xashshom degan kofirga aytdi: “Yo Xashshom, sening ra‘ying qanday agar bu Muhammadni o‘ldirsak?” Xashshom aytdi: “Mening ra‘yim shuki, bu Muhammadni tutsak, bir quturgan tuyaga bog‘lasak, sahroning bu boshidan - u boshigacha sahroda kezsak, o‘shanda u halok bo‘ladi”. Shayx Najdiy aytdi: “Bu ra‘y behuda”. So‘radilar: “Nega behuda?” Shayx Najdiy aytdi: “Uning do‘stlari bor, qabilasi bor. Bu ishdan ular xabar topadilar, borib, Muhammadni xalos qiladilar”. Ma’qul ko‘rdilar. Shundan keyin bir kofir aytdi: “Mening ra‘yim shuki, o‘sha Muhammadni bir uyga qamab, o‘sha uyning tuynugini, eshigini berkitsak, Muhammad o‘sha uyda ochlikdan o‘ladi”. Shunda shayx Najdiy aytdi: “Bu ish ham yaramaydi, shuning uchunkim, do‘stlari bilib qoladilar va eshikni ochib, chiqarib oladilar”. Abu Jahl so‘zladi: “Mening ra‘yim shuki, har bir qabiladan bittadan yigit chiqsa, ular kechasi yotgan yerga borsalar,



qilich bilan hammasini chopib tashlasalar..”. Shayx Najdiy aytdi: “Valloh, bu ra’y nihoyatda to‘g‘ri”. Har bir qabiladan bir yigitni oldilar. O‘tkir qilich bilan kelib, o‘ldirmoqqa kelishib oldilar. Jabroil a.s. kelib aytdi: “Yo Muhammad, kofirlar bu kecha kelib, seni o‘ldirmoqchi bo‘ldilar. Senga ishorat shu bo‘ladiki, bu kecha chiqsang, Madina tarafga borsang, u yerda kofirlami u yerda islomga da’vat qilsang”. Payg‘ambar a.s. bu ahvolni Abu Bakrga aytdi. Abu Bakr shunday javob berdi: “Yo Rasululloh, nega siz yolg‘iz borar ekansiz?! Men ham siz bilan birga borayin”. Payg‘ambar a.s. xursand bo‘ldi.

Darvoqe, “Nahjul-farodis”ni janr nuqtai nazaridan belgilash talab etilsa, bu asar bir necha janrlarni - tarixiy voqealar hikoyat, rivoyatlar zaminida berilganini inobatga olgan holda, didaktik janrga mansub deb qarash maqsadga muvofiq. Zotan, hadislami keng sharhlash asosida yuzaga kelgan hikoyat va rivoyatlarning har biri ma’lum bir g‘oyani - to‘g‘rilik, halollik, rahm-shafqat kabi fazilatlamini shakllantirishga xizmat qiladi. Insoniyatni ma’rifatga chorlash, komillik sari da’vat qilish kabi fazilatlamini Mahmud Ali har bir bobda ilgari suradi. Asar to‘rt bobdan va har bir bob o‘nta fasldan - jami qirq fasldan iborat. Bu asar “qirq hadis” (chihl hadis) sharhlagan va har bir hadisga oid hikoyatlar bilan bezalgan asardir. Bu “Qisas ul-anbiyo”lar turkumiga, ya’ni agiografik asarlar turkumiga mansub bo‘lsa ham, payg‘ambarlar tarixi bayonida afsonalar emas, balki tarixiy voqealar, rivoyatlar asosiy o‘rin egallaydi. Qolaversa, “Nahjul farodis”ni yozishda muallif turli ishonchli manbalarga tayangani uchun ham asarga ko‘p allomalar murojaat etganlar.

“Nahjul-farodis”da eng diqqatga sazovor dalil - bu hadislardir. Birinchi bobning birinchi faslidagi hadisga e’tibor qarataylik. “Imom Bag‘oviy rahmhi “Mashobih” otlig‘ kitobinda bu hadisni keltirmish: Payg‘ambarimiz (s.a.v) aydi: Tangri Taolo Ismoil payg‘ambar a.s. o‘g‘lanlarindin Quraysh qabilasini odurdi. Yana Quraysh qabilasidindin Xoshim atlig‘ kishining o‘g‘lanlarini odurdi. Yana Xashim atlig‘ kishining o‘g‘lanlarindin meni o‘durdi, chiqardi. Bu ma’nidin o‘tru Payg‘ambar a.s.qa Mustafa at berildi. Mustafa arab tilincha odrulmish temak bo‘lur (“Mazmuni: Imom Bag‘oviy rahmatullohi “Mashobih” degan kitobida quyidagi hadisni keltirgan. Payg‘ambarimiz as. shunday aytgan ekan: Tangri taolo Ismoil payg‘ambar o‘g‘illaridan Quraysh qabilasini tanlab oldi. Yana Quraysh qabilasidan Hoshim degan odamning o‘g‘illarini tanlab oldi. Yana o‘sha Hoshim degan odamning o‘g‘illari orasidan meni tanlab olib, o‘rtaga chiqardi. Shu sababdan Payg‘ambar a.s.ga Mustafo ismi berildi. Mustafo - arab tilida tanlab olgan ma’nosini bildiradi”). Hadisning manbasii (Bag‘oviyning “Mashobih” asari) ishonchli ekani ko‘rinib turibdi.

“Nahjul-farodis”ning birinchi bobida Muhammad alayhissalomda payg‘ambarlik sifatlarining zohir bo‘lishi va uning dini islom yo‘lidagi faoliyati bayon qilingan. Bobda hadislardan, Bag‘aviyning “Mashobih” asaridan tashqari, shayx Imom Is’hoq Quloboziyning “Ta’rif” kitobidan, Imom Sog‘oniyning “Mashoriq ul-Anvor” asaridan, Imom Abul Muhammad Ispijobiyning “Tafsir”idan, Imom Abul Alayh Ushiyning “Nishobul-Axbor” kitobidan, Shayx Abu Yazid Bustomiy, Abdulloh ibn Ma’sud kabilarning so‘zlaridan foydalangan. Barcha ulamo va fuzalolarning Muhammad a.s.ga tug‘ilgan paytidanoq payg‘ambarlik sifatleri va fazilatleri ato qilinganini bayon qiladilar.

Muallifning nasr ustasi ekanligi voqealarning nihoyatda ta’sirchan, dramatik lavhalarga boyligi bilan yaqqol ko‘rinadi. Xalifa Usmoning ulug‘larga bo‘lgan izzat-ikromi, e’tiqod va insoniylik yo‘lida qat’iyati bu lavhalarni tom ma’nodagi hikoyat deb qarashga imkon beradi.

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RUS TILI DARSLARIDA AXBOROT KOMMUNIKATSIYA TEKNOLOGIYALARIDAN FOYDALANISH

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Annotatsiya:Maqolada o'qitishni takomillashtirishda axborot texnologiya-laridan foydalanish to'g'risida ma'lumotlar keltirilgan.

Kalit so'zlar:Multimedia ekrani,interfaol doska,AKT,so'rov tizimi,gipoteza

Ta'lim oldida turgan eng muhim vazifalardan biri yoshlarda ijodiy tafakkur, ijodiy izlanish, mavjud imkoniyatlardan eng qulay va serunumini tanlay olish ko'nikmalarini shakllantirish va rivojlantirish, ularni milliy qadriyatlarimiz, udum va an'analarimiz ruhida tarbiyalash.

Pedagogika fanining rivojlanishi bilan o'qitish usullari va shakllari yanada takomillashdi. Axborot-kommunikatsiya texnologiyalari(AKT)dan o'quv jarayonining barcha sohalarida foydalanish, jarayonni axborot muhitiga singdirish bugungi kunda odatiy holga aylandi.

Yosh maktab o'quvchilarini axborot-kommunikatsiya texnologiyalariga (AKT) yo'naltirish va ularni to'g'ri qo'llash ko'nikmalarini shakllantirish (AKT qobiliyati) o'quvchilarning umumiy ta'lim bosqichida umuminsoniy ta'lim harakatlarini shakllantirish, uning samaradorligini ta'minlashning muhim elementi hisoblanadi. Shuning uchun umumiy ta'lim bosqichida universal ta'lim tadbirlarini shakllantirish dasturida ushbu kichik dastur mavjud bo'lib, u AKTdan foydalanish sohasidagi muayyan harakatlarning tarkibiy qismlaridan biri ekanligini anglatadi.

Yangi axborot texnologiyalari konsepsiyasiga turli xil vositalar, xususan telefon, telegraf, telekommunikatsiya, faks va boshqalar orqali ma'lumot uzatishni ta'minlovchi aloqa texnologiyalari kiradi. Bularning barchasini zamonaviy o'qituvchiga qanday yetkazish kerak? Gipoteza: deylik, axborot texnologiyalari nafaqat o'quvchi uchun, balki o'qituvchi uchun ham noyob imkoniyatni yaratadi va pedagogik fani rivojlanib borgan sari, o'qitish usullari va shakllari yaxshilanadi.

Biz rus tili fanini o'qitish jarayonida quyidagi muammolarga duch kelamiz:

- kompyuter yordamida o'quv jarayonini qanday qurish kerak;
- o'quv materialining nisbati,shaxsiy kompyuter yordamida qanday shaklda taqdim etish va amalga oshirish;

-Bilimlarni qanday va qanday vositalar yordamida boshqarish;

- pedagogik va didaktik vazifalarni bajarish uchun qanday axborot texnologiyalaridan foydalanish.

Pedagogika fanining rivojlanishi bilan o'qitish usullari va shakllari yaxshilandi

Biz asosan, rus tili darslarida axborot texnologiyalaridan quyidagi yo'nalishlarda foydalanamiz:

-Interfaol doska,multimedia ekrani,so'rov tizimi,didaktik materialni yaratish.

Ko'pincha biz didaktik materiallar va hisobotlarni tuzishda axborot texnologiyalaridan foydalanamiz.

Kompyuter tarmoqlarining yaratilishi insoniyatga mutlaqo yangi aloqa usulini taqdim etdi. Multimedia sohasidagi so'nggi ixtirolarni hisobga olgan holda ma'lumotlar uzatish texnologiyasining eng so'nggi yutuqlari dunyoning deyarli har qanday joyiga ko'plab ma'lumotlarni qayta ishlash va uzatish uchun cheksiz imkoniyatlarni ochib beradi.

AKT vositalarini ishlab chiqish va ulardan foydalanishda faol ishtirok etadigan o'qituvchilar o'quv jarayonida axborot vositalaridan foydalanishga tayyorlik darajasiga ega bo'lishi kerak. Bu shuni anglatadiki, o'qituvchilar foydalanuvchi ko'nikmalariga ega bo'lishlari, dasturlash to'g'risida tushunchaga ega bo'lishlari va mutaxassis bo'lishlari kerak.

Rus tili darslarida AKT vositalaridan foydalanadigan o'qituvchiga qo'yiladigan talablar har qanday o'qituvchiga qo'yiladigan an'anaviy talablardan va zamonaviy axborot texnologiyalaridan foydalanish va ta'lim faoliyatini axborotlashtirish jarayonida AKTdan amaliy foydalanish bilan bog'liq bo'lgan maxsus talablardan iborat bo'lishi kerak.

An'anaviy talablar quyidagilarni o'z ichiga oladi:

- tashkiliy (ishlarni rejalashtirish,sinf o'quvchilarning hamjihatligi va boshqalar);



- didaktik (o'quv materialini tanlash va tayyorlash bo'yicha o'ziga xos ko'nikmalar;
- o'quv materialini tushunarli, ishonchli va izchil taqdim etish;
- bilim qiziqishlari va ma'naviy ehtiyojlarini rivojlantirishni rag'batlantirish;

Rus tili darslarida yangi axborot texnologiyalaridan foydalanish interfaol suhbatni amalga oshirish orqali o'quv jarayonini individuallashtirish va differentsiatsiya qilish, o'quv faoliyati uslubini mustaqil ravishda tanlash va o'rganilayotgan ob'ektlarni kompyuterda vizual ravishda tanlash imkoniyatini beradi. Ta'limga individual va tabaqalashtirilgan yondashuvlar ayniqsa rus tili darslarida kerak, chunki rus tili darsida bolalarning tayyorgarligi va rivojlanish darajasida keskin farqlar mavjud.

Axborot texnologiyalari ta'limga oid ma'lumotlarni taqdim etish imkoniyatlarini sezilarli darajada kengaytiradi. Rang, grafika, tovush va video texnologiyalarning barcha zamonaviy vositalaridan foydalanish haqiqiy faoliyat muhitini yaratishga imkon beradi. Kompyuter o'quvchilarning bilim olishga bo'lgan qiziqishini sezilarli darajada oshirishi mumkin. AKT o'quvchilarni o'quv jarayoniga jalb qiladi, ularning qobiliyatlarini keng ochib berishga va aqliy faoliyatni faollashtirishga yordam beradi. AKTni rus tili darslariga tatbiq etishda,

albatta, ijodiy yondashish lozim.

Xulosa qilib shuni aytmoqchimanki, o'quv jarayonida axborot texnologiyalaridan foydalanish har jihatdan mashaqqatli bo'lsa ham, lekin u barcha xarajatlarni oqlaydi, o'qishni yanada qiziqarli qiladi. O'qituvchi o'z texnologiyasini va ish usullarini tanlash huquqiga ega, chunki har bir o'qituvchi o'quvchining rivojlanishi uchun tinimsiz izlanishda bo'lmog'i lozim.

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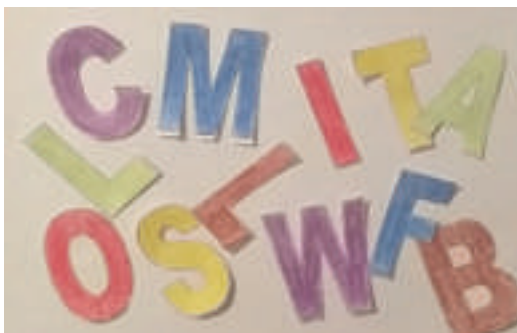
EDUCATING THE YOUNG GENERATION BY THE HELP OF FOREIGN LANGUAGE ENGLISH

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Annotation: There's available current purpose of English language just as like to bring up and develop skills, abilities of students in our continuous education system. It's widely comprehended that there are some interactive methods to boost the knowledge in the field of English on pupils and students by this article.

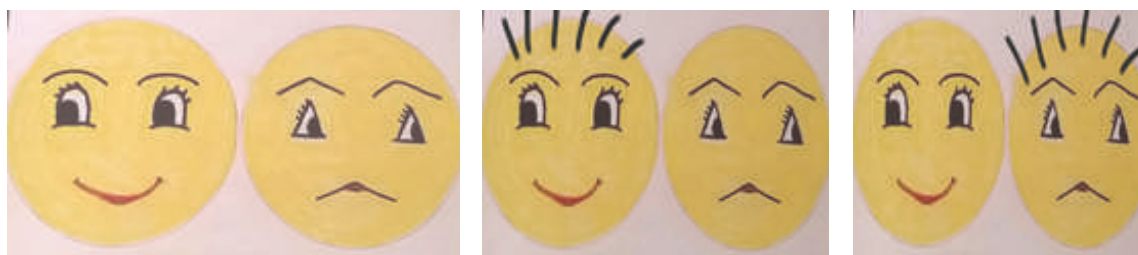
Key words: young generation, methods, knowledge, audiolingual, audiovisual, interactive, feedback, self-assessment.

Today's demand requires the younger generation's being mature, perfect, capable everything in any branch of life, having their opinion and express it fully and freely in front of other people. It is necessary to know how to direct children's and pupils' psyche by learning their interests in upbringing of the younger generation. Especially, at a time when the emphasis is on foreign languages, we can help our children to cope with such a turbulent time, self-understanding and finding their place in it by teaching them a foreign language. Under the leadership of President Shavkat Mirziyoyev large-scale reforms are being carried out in the education system of our country. In particular, all conditions and opportunities have been created for our younger generation in the comprehensive upbringing them and their acquisition of modern knowledge and skills. Nowadays, special attention is paid to the teaching of foreign languages in the process of these reforms. Teaching foreign languages to the younger generation not only by the acquisition of broad knowledge and professional skills of pupils in the education system but also by the introduction of advanced teaching methods using modern pedagogical and information and communication technologies, making of specialists who can communicate fluently in these languages and on this basis great opportunities have been created for their extensive using of the achievements of world civilization and acquiring enormous intellectual wealth. At present, a lot of work is being done not only on teaching foreign language, but also on finding and testing new methods of teaching all subjects. We can expand, develop and enrich the methodology by learning. Various methods were widely used in the advanced stages of foreign language teaching. If we use audiolingual, audiovisual, interactive methods, comparisons and a number of similar methods in primary school, we can engage pupils in the lesson, increase their knowledge level and make our lesson more interesting, meaningful and easy to understanding. For example, we can use a variety of exercises and games for teaching the letters of the English alphabet and make their pronunciation fluently and correctly in primary school pupils. Usually, many young pupils learn by heart the alphabet sequentially, but when asked for a particular letter, the children cannot quickly understand which letter it is and how to pronounce, for giving answer they have to repeat the letters from the beginning and says their true answer. Yet it is possible to engage the pupil through fun activities for him for minimizing and completely eliminate such process. For instance, a pupil chooses the letters of his name from the alphabet letter, collects them and makes his name from them and pronounces it. Repeats the name from beginning to end or vice versa.





Besides, we can strengthen their knowledge and open their hidden abilities by showing a variety of pictures, pronouncing only the first or the last letter of the word, showing multimedias, slides, singing songs with them and dancing to it in unison. The using of such methods are also very effective for ensuring and increasing freedom of thought in our children. We should give them fun and appropriate assignments for their age. For one example, at the end of the lesson, children express their feedback about the lesson. Let's create a short exercise for that. We should draw 2 emoticons for this, one will look happy and the other one sad but they had no hair. These emoticons evaluate the lesson's level. We ask the children to draw a hair (line) on the happy smiley if they like the lesson and on the sad smiley if they don't like it. If these smiles are replaced by their favorite cartoon characters, it will be more fun for them. Through this exercise, we will be able to both develop children's thinking, giving feedback and self-assessment of our lesson. Yeah, as you know, taken feedback could be somehow irritating but a pupil would learn where s/he was going, what it was level. Then, by this way certain point of their goals are formed. Therefore, utilizing feedbacks after the lesson can be the thing which effective for them in terms of learning English.



To sum up, it's said that we can teach to the young generation any foreign language based on their age, their interests, what they like to play and do. If they are brought up properly from their earlier period, they will have no difficulty in finding his point in the predictable future and he will be well aware that a language which not familiar with their own one would be great help to them in this regard. If they learn the language with great interest, they will be able to get acquainted with the news of the modern world, apply it to real life and discover new aspects, use them in various ways. Obviously, these can help to their big success.

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ESSENTIAL WAYS OF IMPROVING WRITING SKILL FOR B1 LEARNERS

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Abstract: As a main part of a language, teaching writing is one the most complex skill for every foreign language learner as well as teacher. The very paper is intended to describe and suggest several essential ways of teaching writing in English which makes EFL classroom more effective and enjoyable.

Key words: ESL, writing skill, grammatical accuracy, teaching strategies, effective ways, explicit strategies, KWL strategy, peer feedback, model-practice-reflect cycle, successful writing.

Teaching writing as a basic language component is important just as speaking, listening and reading skills. This skill is often complex for learners and sometimes difficult to teach which demands on not only grammatical accuracy and rhetorical devices but also conceptual and judgmental elements. Writing as one of the four language skills occupies an equal role with the others although most of the people tend to focus on speaking form than writing. As Holiday has pointed out that ‘speech is no less then structured and complex than writing one’ (David, Nunan, Language teaching methodology 1991).

Concerning this, Writing skill is one of the most rewarding but one of the most challenging for B1 learners as they are not expert user yet and still have shortcomings in regard with language proficiency. The reason is that writing is accuracy focused activity as well as an act of communication where one can practice their skills of using grammar, vocabulary and also put their ideas together in a coherent style. At this level, teachers do much effort in teaching learners how to express their thoughts in writing, but students frequently will not be able to demonstrate desired results because of the difficulties and obstacles they face up with while transferring ideas from mother tongue into target language. Thus, it is important for teachers to use various teaching strategies, implement effective ways, approaches and methods in their EFL classroom in order to analyze students’ needs and improve their writing skill effectively. There are some essential ways and recommendations designed for B1 learners below:

Teaching writing strategies explicitly

Throughout this method, techniques allow students to coordinate thoughts, study and knowledge that will guide their writing. Teaching students by applying cognitive techniques is one way to improve their critical thinking skills, eventually allowing them to write more effectively. For instance, **K-W-L strategy** in writing process which extended means K- know about the topic, W stands for want to know and L -Learned support strategic thinking. It includes planning, goal setting, drafting, evaluating, revising and editing processes which enable learners to create their piece of writing in organized way. The K-W-L cognitive writing technique helps students recognize holes in their previous knowledge and guides them through reading and writing. Another strategy is **peer feedback**. Comparing to teacher feedback, peer feedback is more essential and have greater influence to develop partners writing skill. As learners receive feedback by their peers in terms of their writing mistakes or achievements students will be more engaged and invested in working to complete the task successfully.

Use of the Model-Practice-Reflect instructional cycle

The Model-Practice-Reflect approach allows students to examine the thinking and behavior of a good writer, try to imitate the features of successful writing, and then test their writing according to those features. By learning from teachers, role models and their own written work, students may internalize the characteristics of effective writing and develop effective writing techniques, skills and knowledge. Teachers should apply the Model-Practice-Reflect approach to writing instructions and classroom events, progressively transferring responsibility until students use writing strategies independently. As students learn writing techniques and skills for the components of the writing process (planning, target setting, writing, reviewing, revising and



editing), teachers can progressively minimize their modeling to allow students more opportunities to incorporate strategies on their own. This gradual release of accountability will help students choose and execute strategies independently.

Integrate writing and reading to emphasize writing skill

Combining reading and writing together in an activity or assignment helps students learn essential text features. For example, asking students to summarize a text where they only reads signals. A well-written texts have a collection of key points, that students should understand the main points when reading, and that when students compose those types of compositions, they should concentrate on the main points. The integration of writing and reading in all disciplines allows students to improve their writing in a variety of contexts. By improving their writing skills throughout the curriculum, students are given more chances to practice various styles of writing. In addition, the Panel believes that the benefits of writing across disciplines extend beyond writing itself can enhance reading comprehension, critical thinking, and disciplinary material awareness (Panel, 2010).

Moreover, writing and reading have similar strategies, knowledge, and skill to create meaning. For example, when reading a story, allow students to imagine the environment by creating mental images based on the author's use of sensory information. In the same way, students will define visions, smells, sounds, tastes, touches, and gestures to paint an image in their own words as they construct their own narratives. **Cognitive-strategy sentence starters** is one of the tool in integrating teaching effective writing with reading which helps students to structure their thinking and writing, and focus on key features. Through this strategy students learn implementation of several grammatic structures, appropriate use of vocabulary in context, pick up their favorite phrases, collocations word combinations. In a short term, they will learn authors' vivid language in order to adapt them to their context as well. It is also important to mention that writing classroom should not be thought superficially with reading, instead teachers incorporate writing and reading to further students' learning of each skill.

All in all, writing classroom will be more effective and successful if teachers use distinctive ways of teaching writing skill concerning the needs, interest and level of the learners. Before implementing these strategies and ways in the context teachers should develop and adapt to their learners.

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VARIOUS ACTIVITIES FOR TEACHING TO READ

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Annotation: This article discusses the need to use a variety of activities to teach reading.

Key words: reading, text, phonics, content, motivation, subject, activities, language, teaching.

Reading is an interactive process. There are several types of interaction in the process of reading: between textual form and content, skimming and scanning reading strategies, top-down and bottom-up processing strategies, reader's anticipatory guesses and confirmation from the text, reader's schemata and information from the text, text and reality, textual and reader's reality, text propositions and critical thinking, communicative message and reader's response. Textual form and content interact in the process of reading. The readers are likely to find that certain types of texts have certain typical textual features. Text contents and text format appear to stick together. Textual features depend on what the text is about and experienced readers expect certain contents from certain types of texts.

Skimming and scanning reading strategies interact as the readers search for the gist and the details. The problem is that in this interaction the readers often do not “see the wood for the trees”, i.e. their attention is drawn from essentials to non-essentials.

There are three major ways to process the information while reading. Bottom-up approach or “phonics”. It consists in decoding a text into a meaning. Top-down or approach emphasises making assumptions about meaning rather than decoding it from the text. The reader forms hypotheses about the text and brings into the process prior knowledge, presumptions made prior to reading, subject knowledge, motivation, selective interests and attitudes (schemata). Interactive approach means that the topdown and bottom-up models interact in the process of reading.

In the process of reading reader's schemata and information from the text provide for interaction of the “new” and “old”, for “deceived expectancy” and for changing the view-points. The “new” and “old” interact in the process of reading and as a result of this interaction the expectations that a reader builds about the text can be ruined or reconfirmed. If the expectations are ruined, we speak of the “deceived expectancy”. A common case is when a text simply adds new knowledge to what is already know to the reader about the subject. Interaction of the reader's schemata and information from the text can carry on as “adding”, “correcting”, “refuting”, “critical thinking” and “reconfirming”.

The process of reading is crowned with interaction between communicative message and reader's response. Communicative message is the intended meaning, which the text is made to convey to the reader in pursuit of the author's goal. Getting a communicative message is done through reading for not “what” is written but to “why” it is written. Reader's response is a change in the reader's mind whether made explicit or kept implicit that comes as a reaction to having read the text (discovery, support, critique, interpretation, rejection).

Activities for teaching to read. Teaching to read starts with teaching “phonics”, i.e. associations of sounds and letters. Beginners' reading activities can be organised with the tasks such as “Draw links between the foreign and native language letters that sound the same”. “Draw links between the pictures and the letters that begin the words”. “Cross out letters, which you can't hear when you name an object”. “Read the words, which are names of the animals. Do not read other words”. “In the short story read only the words, which you can understand. What is the story about?”. “Read out only the sentences, which describe the picture”. “Read out only the sentences, which belong to one story”.

Teaching reading to advanced students can be organised with a single text (skimming and scanning reading), parallel texts (reading two or more texts on the same subject thus creating information gap between the readers), divided text (splitting the text into parts and handing them out for the learners to read and them put information together, thus organising a jig-saw reading). Advanced reading activities can take the form of cued reading (finding information in the text as relevant to the cue given), guided reading (seeking information in the text in answer to the questions



given), jig-saw reading of the two or more texts distributed between the learners), shared reading (reading the same text in a group but with each learner having a different task with subsequent sharing information), critical reading (activating thought processes over the text).

Teaching reading to advanced students can be organised with a single text (skimming and scanning reading), parallel texts (reading two or more texts on the same subject thus creating information gap between the readers), divided text (splitting the text into parts and handing them out for the learners to read and then put information together, thus organising a jig-saw reading). Advanced reading activities can take the form of cued reading (finding information in the text as relevant to the cue given), guided reading (seeking information in the text in answer to the questions given), jig-saw reading (pooling information together of the two or more texts distributed between the learners), shared reading (reading the same text in a group but with each learner having a different task with subsequent sharing information), critical reading (activating thought processes over the text).

During my classes I try to use above mentioned activities in order to develop my learners reading skills. Different techniques, activities in teaching reading also help English teachers to develop their own teaching methodology. By consulting different source of literature in methodology we, language teachers can enhance our pedagogy skills.

While reading process, students are too eager to understand its meaning and try to give their own individual understanding to the read texts.

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ОНА ТИЛИ ФАНИНИ О‘QITISHDA INNOVATSION TA’LIM TEXNOLOGIYALARI

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Annotatsiya:Maqolada pedogogik texnologiyalar,innovatsion ta’lim texnologiyalari va ulardan ona tili fanini o‘qitishda foydalanish haqida so‘z yuritiladi.

Kalit so‘zlar:texnologiya,metod,modulli o‘qitish texnologiyasi, innovatsiya

Bugungi kunda ta’lim oldida turgan eng muhim vazifalardan biri o‘quvchilarni mustaqil fikrlay oladigan qilib tarbiyalashdan iborat. Xususan, yoshlarda ijodiy tafakkur, ijodiy izlanish, mavjud imkoniyatlardan eng qulay va serunumini tanlay olish ko‘nikmalarini shakllantirish va rivojlantirish, ularni milliy qadriyatlarimiz, udum va an‘analarimiz ruhida tarbiyalashda ona tili fanining tutgan o‘rni va imkoniyatlari benihoya kattadir.

Pedagogik nuqtai nazardan texnologiya bu shaxsni o‘qitish, tarbiyalash va rivojlantirish qonunlarini o‘zida jo qiladigan va yakuniy natijani ta’minlaydigan pedagogik faoliyatdir. “Texnologiya” tushunchasi regulyativ (tartibga solib turuvchi) ta’sir etish kuchiga ega bo‘lib, erkin ijod qilishga undaydi.Oddiy qilib aytadigan bo‘lsak, ilg‘or pedagogik texnologiya deganimizda o‘qituvchi bir soatlik darsda o‘zining mahoratini, san‘atini qo‘llab, har xil usul va metodlardan foydalanib dars o‘tishi davomida butun sinf o‘quvchilarini faollashtirib,barcha o‘quvchilarni darsga qatnashtirib,darsda faol ishlovchisi o‘quvchi darajasiga erishishni tushunish kerak.

Xullas, pedagogik texnologiya-o‘qitish usuli, ma’lum ma’noda ta’lim-tarbiya jarayonlari, vositalari, shakl va metodlari majmuidir.

Ona tili fanini o‘rganishda qo‘llaniladigan innovatsion ta’lim texnologiyalarini quyidagi ko‘rinishda tavsiflash mumkin:

1. Muammoli o‘qitish texnologiyasi – bunda o‘quv faoliyati davomida muammoli vaziyat tashkil qilinib, o‘quvchilar ushbu muammoli vaziyatni hal qilishga faol tarzda jalb qilinadi, natijada esa o‘quvchilar tomonidan bilim, ko‘nikma va malakalarning ijodiy ko‘rinishda o‘zlashtirilishi amalga oshiriladi, ularda tafakkurlash qobiliyati rivojlantiriladi.

2. Axborot–kommunikatsion texnologiyalar – bunda ta’lim tizimi tarkibining cheklanmagan tarzda boyitilishi va o‘zgartirilishi amalga oshirilib, integratsion kurslardan foydalanish, internet tarmog‘iga kirishni amalga oshirish, o‘qitishning interfaol usullari, masofaviy o‘qitishning qo‘llanilishi kabilar ro‘yobga oshiriladi.

3. O‘qitishning loyihalash texnologiyasi.Ushbu texnologiya bo‘yicha ish olib borish o‘quvchilarda individual ijodiy qobiliyatlar rivojlantirilishi imkonini beradi,ularda ongli ravishdagi kasb tanlash va ijtimoiy jihatdan o‘zligini anglash kuchaytiriladi.

4. O‘yinli ta’lim texnologiyasi.Bu texnologiya rolli, ishchan va boshqa o‘yinlar asosida amalga oshirilishi mumkin.Bu texnologiya o‘quvchilarda dunyoqarashning kengaytirilishi, bilishga oid faoliyat rivojlantirilishi, amaliy faoliyatda kerak bo‘lgan ma’lum bir aniq ko‘nikma va malakalarning shakllantirilishi, shuningdek,o‘quv ko‘nikmalari va malakalarini rivojlantirish imkonini beradi.

5. Modulli o‘qitish texnologiyasi esa ta’limning individuallashtirilishini ta’minlaydi: ya’ni, bunda o‘qitish tarkibi bo‘yicha, o‘zlashtirish tempi bo‘yicha, mustaqillik darajasi bo‘yicha, o‘qitish usullari va uslubiyati bo‘yicha, nazorat va o‘z – o‘zini nazorat qilish bo‘yicha individuallashtirish amalga oshiriladi.

Shundan kelib chiqib, ona tili darslarida yangi pedagogik texnologiyalardan foydalanish yuqori natijaga erishishning garovidir.

Xususan, ona tili darslarida “Topqirlar bellashuvi” , “Ijodkorlik vaqti”, “Mo‘jizalar maydoni”, “Test darslari”, “Aqliy hujum”, “Kubik”, “Donishmandlar bisoti”, “Klaster”,“Axborot uzatish” kabi usullardan foydalanish fanni yanada chuqurroq o‘rganishda muhim ahamiyatga ega. Shuningdek, ushbu usullardan foydalanish o‘quvchilarda fanga nisbatan qiziqish uyg‘otadi va faolligini oshiradi.

“Axborot uzatish”. Biror mavzu bo‘yicha har bir o‘quvchi o‘z bilganini aytadi (bunda 1-o‘quvchi



boshlaydi, 2-3-4-o'quvchi davom ettiradi). Ot so'z turkumi.

1-o'quvchi: ot so'z turkumi kim, nima, qayer so'roqlariga javob bo'ladi,

2- o'quvchi: ot so'z turkumi shaxs, narsa, buyum, o'rin-joy, faoliyat-jarayon otlariga bo'linadi,
3-4... va shu tariqa davom etadi. Oxirida o'qituvchi yakunlaydi va xulosalaydi.

"Kubik". Har tomonlama fikrlash, tasavvur qilish faollikni oshiradi. Zukkolik va chaqqonlikni talab qiladi. Bunda kubik shakli avvaldan tayyorlab olinadi va ularga mavzu yuzasidan savollar yoziladi. O'quvchi kubikni qaysi tomonidagi savol tushsa, shunga chaqqonlik bilan javob beradi. Shunday qilib, innovatsion pedagogik texnologiyalarning o'quv jarayonida ahamiyati katta. Bunda o'qituvchi va o'quvchi o'zaro bir-birlarini tushungan holda harakatlanadi

Umuman olganda, har bir pedagogik texnologiya o'qituvchi va o'quvchi munosabatini, darsdan kutiladigan natijaning qanday bo'lishi haqida oldindan tasavvur eta olish imkoniyatini yaratadi. Bu esa o'z navbatida, har bir darsni tahlil qilib, o'qituvchi va o'quvchi tomonidan yo'l qo'yilgan kamchiliklarning keyingi darslarda oldini olishga yordam beradi.

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РУС ВА ИНГЛИЗ ТИЛЛАРИНИ ЎРГАНИШДА ИНТЕРФАОЛ УСУЛЛАРДАН ФЙДАЛАНИШ

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Аннотация. *Мазкур мақолада таълим жараёнида фойдаланиши мумкин бўлган интерфаол усуллар ва уларнинг турлари ҳамда фойдаланиши самаралари ҳақида маълумотлар берилган.*

Калит сўзлар. *Сухбат, лексика, фразеология, карьера.*

Ўқувчиларга рус ёки инглиз тилларини ўргатишда сухбат, болаларнинг ўзаро сўзлашиши, берилган топшириқ ва вазифалар, сўзларни ёд олиш, саёҳатлар жисмоний машқлар, суратлар ҳақидаги ҳикоя, эртақ ва шеърларни сахналаштириш, ўйинлар каби методик усуллардан фойдаланиш тавсия этилади.

Сухбат – бу рус ёки инглиз тилларини ўқитишнинг дастлабки босқичида энг қулай ва кенг тарқалган иш туридир. Сухбат жараёнида ўқувчилар янги сўзларни зарур грамматик шаклда ўрганиб оладилар, ўтган машғулот материалларини такрорлайдилар, ўрганилаётган тилда мулоқот қилиш кўникмалари шаклланади.

Бошланғич машғулотларда асосан ҳосил қилувчи (ўрганилган материал асосида) ва умумлаштирувчи сухбатлардан фойдаланиш лозим. Сухбатдан билимларини бир тизимга солиш учун фойдаланилади. Сухбат жонли тусга эга бўлиши ва энг юқори самара бериши учун ўқувчиларнинг мустақил фикрларини эшитиш, уларнинг сухбат мавзусига нисбатан шахсий муносабатларини аниқлаш лозим.

Сухбат табиий ҳолда ва эркин ҳолда бориши керак. Агар мантикий ва грамматик жиҳатдан тўғри бўлса, қисқа жавоб кенг ёйилган жавобдан кўра ишончлироқ чиқади. Тўғри жавоб олиш учун саволни тўғри тузиш муҳим аҳамиятга эга. Саволлар оддий, аниқ ва тушунарли бўлиши керак.

Ўқувчиларнинг индивидуал хусусиятларига мос келувчи ҳамда уларга мумкин бўлган саволларнинг қўйилиши ўз лексикаси ва фразеологияси жиҳатдан катта педагогик ва методик маҳоратни талаб этади.

Педагог ўқувчиларнинг жавобларига катта эътибор билан қараши ва уларнинг фикрларини ҳурмат қилиши керак. Дастлабки машғулотларда у жавобларнинг намуналарини беради. Ўқувчиларни нафақат берилган саволларга жавоб қайтаришга, балки уларнинг ўзларини савол беришга ўргатиш лозим.

Дарс жараёнида сухбатни шундай уюштириш керакки, токи унда барча иштирок этасин. Агар ўқувчи ўқитувчининг фақат бошқа болалар билан бўлаётган сухбатини эшитиб гапираверса-ю, ўзи луқма ташлай олмаса, бу ҳолда у сухбатлашиши жараёнини машқ қилмайди ва унинг сухбатдаги иштироки фақат номигагина бўлиб қолади. Шунга эришиш лозимки, ҳар бир ўқувчи нафақат эшитишни, балки сўзлашишини машқ қила олсин.

Ишнинг савол – жавоб шакли фойдали усул ҳисобланади ва ундан тўғри фойдаланилганда катта муваффақиятларга эришиш мумкин. Бироқ, ҳукмрон бўлиб қолмаслиги лозим, уни бошқа усуллар билан уйғунлаштириш зарур.

Бошқа кишилар билан сухбатлашиш, ўз таассуротларини, фикрларини, ҳисларини, кечинмаларини ўртоқлашишга эҳтиёжмандлик инсонга хос хусусиятлардандир. Ёшларда эса бу хусусият кучлироқ бўлади. Бу эҳтиёждан бошқа миллат болаларида ўзга тилларда сухбатлашиш нутқини ривожлантириш йўлида фойдаланиш керак.

Бошқа тилларни ўрганиш ва унда эркин сўзлашиш нутқини ўргатишда атрофни ўраб турган муҳит катта имкониятлар яратади. Изчиллик билан амалий тажриба тўплаш ва ўз таассуротлари, ҳиссиётларини нутқда акс эттириш учун инсонларда кузатиш қобилятини



ривожлантириш зарур. Таассурот ҳамма вақт сўздан олдин туриши, сўз эса таассуротнинг ортида бориши лозим.

Ўқувчиларнинг рус ёки инглиз тилидаги нутқини ривожлантириш мақсадида ўтказиладиган саёҳатларга қуйидаги талабларни қўйиш мумкин.

Саёҳатлар шундай уюштирилиши керакки, бунда ҳар қандай ташқи ҳаракатлар боланинг асосий нарсдан эътиборини жалб қила олмасин. Кузатиш майдони, ўқувчилар диққат - эътиборига таклиф этилаётган тафсилотлар, воқеалар ўрганилаётган тилда олган билимлари даражасини ҳисобга олган ҳолда белгиланиши лозим.

Саёҳат дарсга, расмий таълим жараёнига ўхшаб қолмаслиги керак. У жонли ва қизиқарли ўтказилиши муҳим аҳамиятга эга. Ўқувчилар нафақат томоша қилишлари, балки ҳаракат қилишлари, синаб кўришлари ва сўзлашишлари мумкин.

Ўқитувчи саёҳатни ўтказишга пухта тайёргарлик кўриши, бунинг учун тегишли режа ишлаб чиқиши зарур. Шунингдек, ташриф буюрадиган муассасалар, музей ва кутубхона кабилар, шахслар огоҳлантирилиши, уларнинг ушбу саёҳатда иштирок этиш даражаси ҳақида олдиндан келишиб қўйилса мақсадга мувофиқ бўлади.

Ўқувчиларнинг рус ёки инглиз тилидаги нутқини ривожлантириш мақсадида саёҳатнинг энг юқори даражада фойдаланиш учун мустаҳкамланиши лозим бўлган ёки илк бор таклиф этиладиган нутқий материал юзасидан тегишли ўқув қўлламасини тайёрлаш эса ўқитувчининг фаолияти жараёнида ўз карьерасини ташкил этишга асос бўлади.

Хулоса ўрнида шуни алоҳида таъкидлаб ўтиш жоизки, замонавий ўқитувчи замон билан ҳамнафас бўлиши, технологиялар билан қадамба – қадам юриши бугунги замон талабидир.

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INGLIZ TILI DARSLARIDA OG‘ZAKI NUTQ MASHQLARI

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Annotatsiya: maqolada o‘quvchiarni ingliz tilidan og‘zaki nutqini o‘stirish, savodli qilish, nutq ko‘nikmalarini izchil o‘stirib boorish, nutqni shakllantirish kabi masalalarga e‘tibor qaratilgan

Kalit so‘zlar: ingliz tilidan og‘zaki nutqini o‘stirish savod o‘rgatish davri, nutq ko‘nikmalari

O‘quvchiarni ingliz tilidan og‘zaki nutqini o‘stirish bola maktabga ilk qadam qo‘ygan kundan, yani savod o‘rgatish davridan boshlanadi. Nutq ko‘nikmalari izchil va muntazam olib boriladigan amaliy ishlar natijasida namoyon bo‘ladi. Shuning uchun o‘qituvchi ingliz tili darsidan grammatik tushunchaga doir har bir mashg‘ulotda o‘quvchilarning nutq malakasini o‘stirishga e‘tibor berish zarur. Bu ko‘nikmaga erishish uchun, avvalo, nutqning ixcham, sodda, ravon va mazmundor bo‘lishini ta‘minlash lozim. Shunday ekan, boshlang‘ich ta‘limda o‘quvchilarning og‘zaki va yozma nutqini o‘stirish ingliz tili darsining asosiy vazifasi sanaladi. Boshlang‘ich sinflar ingliz tilini o‘qitish metodikasida bog‘lanishli nutqdan mashq turlari amaliy ko‘rinishga ega bo‘lib, ular nazariyasiz, aniq reja asosida o‘tkazilmoqda yaniy: - aniq savolga ravon mukammal javob; - lug‘atni faollashtiradigan har xil topshiriqli mashqlar; - kuzatish, rasm yoki berilgan mavzu bo‘yicha o‘quvchining ijodiy hikoyasi. Bulardan tashqari, pedtexnologiya asosidagi nutqiy mashqlardan foydalanish bolalarni mustaqil fikrlashga o‘rgatadi va ularning nutqini yangi lug‘at bilan boyitadi. Boshlang‘ich ta‘limda ingliz tilidan berilgan bilimlarni o‘quvchilar qanday o‘zlashtirishini muntazam tekshirib borish didaktik talablardan biri hisoblanadi. Davlat ta‘lim standartlari o‘quv dasturida boshlang‘ich ta‘lim har bir bosqichi uchun o‘quvchilarning bilim, malaka va ko‘nikmalariga alohida-alohida talablar qo‘yilgan. Binobarin, to‘rt yilda o‘quvchilar o‘qish texnikasi bo‘yicha bir daqiqada 40-50 so‘zni, diktant yozish malakasi bo‘yicha 35-40 so‘zdan iborat matnni quyidagi talab asosida yoza olishi takidlanadi: - ilmoviy xatoga yo‘l qo‘ymaslik - berilgan izohlarning aniqligi – lug‘atning to‘g‘ri va aniq berilishi. Bu talablar ingliz tili darsi zimmasiga mas‘uliyat yuklaydi. Har bir dars o‘quvchilarning bilim sifatini, o‘z navbatida, shakllantirilayotgan malakalardan qay darajada foydalana olishini ta‘minlaydi. Me‘yoriy bilimni, ko‘nikma va malakalarni izchillik bilan tekshirib borish ana shu talablar asosida amalga oshadi. Tekshirish, avvalo, o‘quvchilarning yangi materialni o‘rganishga tayyorligini aniqlashga, darsda qo‘llanilgan usul va metodlarning samaradorligini bergilashga imkon beradi. Maktab tajribasida o‘zlashtirilgan bilimlarni tekshirishning og‘zaki va yozma shkli keng qo‘llanadi. Har ikki shaklda tatbiq etiladigan jihatlar ikki ko‘rinishda olib boriladi: 1. Kundalik mavzu bo‘yicha tekshirish. 2. Yakuniy bilim va malakalarni tekshirish. Boshlang‘ich sinflarda ingliz tilidan o‘zlashtirilgan bilim, malaka va ko‘nikmalar og‘zaki yoki yozma shaklda tekshirilsa-da, o‘quvchiga bitta umumiy baho qo‘yiladi. Bunda kuyidagilar hisobga olinadi: - o‘quvchilar bilimidagi grammatik aniqlik - imlo qoidalariga amal qilish darajasi – o‘zlashtirilgan bilimni yozma nutqqa (diktant) tatbiq etish. Ingliz tilidan bilimlarni og‘zaki tekshirishda savol-javob, test variant, mantiqiy o‘yla, izla, top kabi usullar qo‘llanilsa, yozma tekshirish uchun, asosan diktant, leksik – grammatik va so‘z yasashga doir, ko‘chirib yozish va ilmoga doir topshiriqlarni tashkil etib boriladi. Bundan tashqari, o‘quv yili davomida mashg‘ulot turining xarakteriga qarab, bir necha marta bir xil diktantlar, testlar o‘tkaziladi. Davlat ta‘lim standartlari o‘quv dasturi tekshirish maqsadida o‘tkaziladigan diktantlardagi so‘zlar sonini quyidagicha ko‘rsatadi: Yozma ish shakli 1-sinfda, 2-sinfda, 3-sinfda, 4-sinfda Tekshirish diktant 10-15 20-25 30-35 40-45 lug‘at ustida ishlash 20-25 30-35 40-45 50-60 Ingliz tilidan bilim, ko‘nikma va malakalarni muntazam tekshirib borish o‘quvchilar savodxonligini oshiradi, nutq madaniyatini egallash uchun tilga doir nazariy bilimlarni puxta o‘rganish ko‘nikmasini takomillashtirib boradi. O‘quvchilarni boshlang‘ich sinfda ingliz tili darslarida og‘zaki nutqini o‘stirishda inglizcha she‘rlarni yod oldirish ham muhim o‘rin egallaydi. Bolalarga she‘r yodlatishning asosiy maqsadi va ahamiyati ularga she‘riyatga bo‘lgan muhabbatni, badiiy didni tarbiyalash, poeziyaning eng yaxshi namunalarini idrok etishni shakllantirishdir. Shuningdek, bolalarga estetik tarbiya berishda ham she‘r yod oldirishning ahamiyati benihoya kattadir. She‘rlar asosan boshlang‘ich sinflar



uchun sodda, oson yani ularning hayotidan olingan bo'lib, ular quvnoq o'yinlar, o'yinchoqlar, uy hayvonlari, tabiat to'g'risidagi she'rlardir. She'r yod oldirishda tarbiyachi oldida bir qancha vazifalar turadi: 1. O'qilgan she'rni hamma bolalar esda saqlab qolishlariga erishish. 2. Bolalarda she'rga nisbatan qiziqish uyg'ota olish va mustahkamlash. 3. She'r mazmunini va undagi ayrim qiyin so'zlarning ma'nosini tushunib olishlariga yorda berish. 4. Tinglovchilar oldida she'rni ifodali aytib berishga o'rgatish. Bu vazifalarning barchasi bir vaqtda omalga oshiriladi. Yodlatish uchun she'r tanlashda o'quvchilarning yosh va psixologik xususiyatlariga, esda saqlash qobilayatlariga e'tibor berish kerak. Inglizcha she'rlarni yodlatish uchun shuninhisobga olish kerakki, she'r hajmi jihatidan uncha katta bo'lmasligi, birinchi sinfda 1 banddan oshmasligi, ikkinchi sinfda 1-1,5 banddan oshmasligi, uchinchi va to'rtinchi sinflarda esa 1,5-2 banddan oshmasligi kerak. O'qituvchi o'quvchilar bilan she'r yod oldirish mashg'ulotini tashkil etishdan avval guruhdagi o'quvchilarning qaysisi tez, qaysi biri sekin, qaysilari puxta, qaysilari bo'sh yod olishlarini aniqlab olishlari kerak.

Foydalanilgan adabiyotlar:

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TIL MILLATNING RAMZI

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Annotatsiya: Ushbu maqolada davlat tilimiz bo'lgan o'zbek tilini rivojlantirish masalalari, biz bilan yonma-yon yashayotgan boshqa O'zbekiston fuqarolari bo'lgan boshqa millat vakillarining o'zbek tilimizga bo'lgan munosabati haqidagi qarashlari berilgan.

Shuningdek, tilimizning kechasi va buguni haqida ham fikrlar bayon etilgan.

Kalit so'zlar: til, milat, ramz, iftixor, kitobxon, moziy, mustaqillik, qadriyat.

Ona tilimizning O'zbekiston Respublikasining davlat tili sifatida mamlakatimizda asosiy ijtimoiy-iqtisodiy va rasmiy muloqot tiliga aylanib borayotganligi istiqbol bergan buyuk ne'matlardan biridir. Bugungi kunda respublikamizda fuqarolarning davlat tilidagi savodxonligiga, xususan, respublikamizda yashovchi boshqa millat vakillarining o'zbek tilida erkin og'zaki va yozma muloqot yurita olishlariga jiddiy e'tibor qaratilmoqda.

Jamiyatda tilning amaliy ahamiyati nihoyatda katta, shu bois har bir mamlakatda tillarni o'qitish, o'rganish masalalariga jiddiy e'tibor qaratiladi. Til ta'limida tilni ona tili sifatida, ikkinchi til yoki xorijiy til sifatida o'qitilishi o'ziga xos xususiyatlari bilan farqlanadi. Bu o'quv fanlarining nomlanishida ham aks etadi. Ma'lumki, har bir tilning davlat miqyosidagi maqomi uning mintaqadagi ijtimoiy-iqtisodiy o'rni, jug'rofiy-siyosiy holati kabi qator omillardan kelib chiqib belgilanadi. Omillardan kelib chiqib belgilanadi. Jumladan, O'zbekistonda umumiy o'rta ta'lim 7 tilda olib borilishi, bular orasida qozoq, qirg'iz, turkman, qoraqalpoq tillari bir oilaga mansub qardosh tillar ekanligi e'tiborga olinsa, ularga nisbatan “o'zbek tilini xorijiy til sifatida o'qitish” atamasini qo'llash, albatta, nojoiz bo'ladi. Ayni paytda, ta'lim rus tilida olib boriladigan guruhlarda turli millatlar vakillari, hatto o'zbeklar ham ta'lim olayotgani va eng asosiysi, ushbu turli millat vakillarining O'zbekistonda tug'ilib, respublikamizda muqim yashayotganligi ham nazarda tutilsa, o'zbek tilini ikkinchi til yoki xorijiy til sifatida emas, aynan davlat tili sifatida o'qitish maqsadga muvofiqligi ham yaqqol ko'rinadi. Respublikamizda istiqomat qilayotgan 30 milliondan ortiq aholi orasida 130dan ortiq millat vakillari borligi e'tiborga olinsa, bu davlat ahamiyatiga ega bo'lgan muhim ijtimoiy-siyosiy masala ekanligi yaqqol ko'rinadi.

Ma'lumki, davlat ta'lim standartlari har bir fan bo'yicha o'quvchilar va talabalarning tayyorligiga, saviyasiga qo'yiladigan minimal daraja ko'rsatkichlari bo'lib, ta'lim mazmuni, shakllari, usullari, baholash tartibini belgilab beradi va ta'lim mazmunining asosi hisoblanadi. Bunda o'zbek tili ta'limi oldiga qo'yiladigan asosiy talab, avvalo, o'quvchini o'z fikrini og'zaki va yozma shaklda savodli bayon qila olish, o'zgaralar bilan turli nutqiy vaziyatlarda muloqot yurita olishga o'rgatish, ya'ni kommunikativ savodxonlikni shakllantirishdan iborat. Hozirgi kunda standartlashtirishning ana shu umumiy talab va mezonlaridan kelib chiqib, o'zbek tilini o'qitishda kommunikativ modelga asoslangan ta'lim mazmuni ishlab chiqilgan.

O'zbek tilidagi faol nutqiy qurilmalarini o'rgatish, grammatik bilimlar, so'z va so'z birikmalarining bog'lanish qoidalarini esa nutqiy ehtiyoj, fikr ifodalash maqsadidan kelib chiqqan holda o'rgatish talab qilinadi. Ko'rinadiki, tilni ona tili sifatida o'qitish bilan ikkinchi til sifatida o'qitish o'zaro qat'iy farqlanadi va alohida tamoyillarga tayanadi. Til o'rganishda asosan nutq, muloqot yuritish, kommunikatsiya masalalariga yetakchi o'rinda turgani uchun til ta'limi tamoyillarini belgilashda ko'proq shu jihatga ustuvor ahamiyat beriladi.

Demak, respublikamiz ta'lim bosqichlarida o'zbek tilini o'qitishni takomillashtirish, buning uchun esa, avvalo, o'zbek tili ta'limi mazmunini til ta'limining xalqaro standartlariga muvofiqlashtirish zarur.

Ona tilimizning respublikamiz hududida millatlararo asosiy muloqot vositasiga aylanib borishi ko'p jihatdan umumta'lim maktablari, akademik litseylar, kollejlari hamda oliy ta'lim tizimida o'zga tilli guruhlarda o'zbek tilining o'qitilishi, ularda amal qilinayotgan o'quv dasturlari va darsliklar mazmuniga bog'liq.

O'zbekistonda yashovchi barcha millat vakillarining o'qish va ishlash jarayonida mahalliy millat vakillari bilan teng munosabatda bo'lishlari, barcha sohalarida erkin fikr almashishlari uchun



o‘zbek tili ta’limi xalqaro standart talablariga javob berishi, o‘zbek tilining kommunikativ-nutqiy va lingvistik kompetensiyasi bo‘yicha bilim, ko‘nikma va malakalarni yetarli darajada egallashlari ko‘zda tutiladi.



INGLIZ TILIDA FE'LNING ANIQ VA NOANIQ SHAKLLARI

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Annotatsiya: maqolada ingliz tilida fe'lining aniq va noaniq shakllari mavjud bo'lishi, ular gapda tuslanib yoki tuslanmay kelishiga ko'ra bir-biridan farq qilishi, shaxs, son, zamon va payt kategoriyalarida o'zgarib, gapda kesim vazifasida keluvchi fe'l shakllari fe'lining aniq (Finite Forms of the Verbs), ya'ni predikativ shakllari deyilishi haqidagi fikrlar yoritilgan.

Kalit so'zlar: fe'lining aniq (Finite Forms of the Verbs), suffiks, leksik-grammatik ma'no, harakat, holat, sifat-dosh II, vazifa shakllar.

Fe'lining grammatik mohiyati haqida gapirganimizda shuni ta'kidlash mumkinki, fe'l mustaqil so'z turkumi bo'lib, harakat, holat yoki jarayonni ifodalaydi. Fe'l quyidagi xususiyatlariga ko'ra mustaqil so'z turkumi sifatida xarakterlanadi:

1. Harakat, holat yoki jarayon sifatidagi leksik-grammatik ma'nosi.

2. O'ziga xos o'zak yasovchi quyidagi suffikslar (-ize, -en, -ify;) va prefikslarga (re-, over-, out-, miss-, un;) hamda leksik-grammatik so'z morfemalarga egaligi.

3. Fe'l boshqa so'z turkumlariga qaraganda so'z o'zgartirish va so'z yasash borasida ancha rivojlangan, bunga sabab uning bir qancha grammatik kategoriyalarga egaligidir.

4. Fe'lining o'ziga xos tarzda bog'lanishi.

5. Gapda turlicha sintaktik vazifalarda kela olishi.

Fe'l asosan shaxs faoliyatini ko'rsatib keladigan so'z turkumidir. Bunday ta'rif har ikkala tilga ham ya'ni, ingliz va o'zbek tillariga xos bo'lib, buni quyidagi misollarda ham ko'rish mumkin:

Lanny Swarts and Young Mako are coming here tonight. (P. Abrahams)

They set down, very shaky, and looked at each other.

O'zbek tilida ham quyidagi misolni keltirishimiz mumkin. Masalan;

O'rta maktabni a'lo baholar bilan bitirdi.

Bu misollarda ajratib ko'rsatilgan so'zlar fe'l turkumiga oid bo'lib, ular gapdagi sub'yektning faoliyatini ko'rsatib kelayapti. Fe'llar boshqa so'z turkumlari kabi morfologik tuzilishiga ko'ra sodda, yasama va qo'shma fe'llarga bo'linadi.

Sodda (yoki tub) fe'llar (Simple (or root) verbs) bir o'zakdan iborat bo'lib, sodda fe'llar tarkibida qo'shimcha yoki old qo'shimcha bo'lmaydi.

Masalan, ingliz tilida: *to come, to see, to work, to bring, to hate, to grow.*

o'zbek tilida: *kelmoq, ko'rmoq, ishlamoq, o'smoq.*

Fe'l zamon, shaxs nisbat kabi grammatik kategoriyalarga ega bo'lganda, kategorial grammatik suffikslar uning strukturasi o'zgartirmaydi, ya'ni fe'llar sodda fe'lligicha qoladi. Masalan, ingliz tilida: *work – worked – works - working.*

o'zbek tilida: *ishlamoq, ishladi, ishlayapti.*

Ingliz tilida fe'lining aniq va noaniq shakllari mavjud bo'lib, ular gapda tuslanib yoki tuslanmay kelishiga ko'ra bir-biridan farq qiladi. Shaxs, son, zamon va payt kategoriyalarida o'zgarib, gapda kesim vazifasida keluvchi fe'l shakllari fe'lining aniq (Finite Forms of the Verbs), ya'ni predikativ shakllari deyiladi.

Masalan: *Mrs Conroy laughed. (I. Loyce)*

The two young gentlemen asked the ladies if they might have the pleasure, and Mary Jane turned to Miss Daly. (Ibid)

He avoided her eyes he had seen a sour expression on her face. (Ibid)

Bu misollardagi *to laugh - kulmoq, to ask - so'rarmoq, to turn – qayrilmoq, to avoid – ko'zini olib qochmoq, to see – ko'rmoq* fe'llari aniq yoki predikativ shaklda kelayapti.

Harakat yoki holatni umuman ko'rsatish bilan birga qisman belgi yoki predmetlashganlikni ko'rsatib keluvchi fe'l shakllari fe'llarning noaniq (shaxssiz), (Non-finite forms of the verb), ya'ni predikativ bo'lmagan shakllari deyiladi. Fe'ning noaniq shakllari harakat yoki holatni gapning egasi bilan bog'lab emas, balki undan ajralgan holda, o'z-o'ziga ko'rsatib kelishi mumkin. Fe'ning noaniq shakllari odatda shaxs, son, zamon, mayl kabi kategoriyalarni to'g'ridan-to'g'ri



ko'rsatmaydi. Fe'ning noaniq shakllariga: *infinitiv (Infinitive) harakat nomi, gerundiy (Gerund)*, hamda *sifatdosh (Participle)* kiradi.

I have come here to speak to you. (Men bu yerga siz bilan gaplashgani keldim.)

Bu misolni oladigan bo'lsak, bu gapda infinitiv maqsad holi vasifasida kelayotganligini ko'rishimiz mumkin.

We discussed different methods of teaching foreign languages. (Biz xorijiy tillarni o'qitishning turli uslublarini muhokama qildik.) misolida esa ushbu gapdagi gerundiy aniqlovchi vazifasida qo'llanilgan. Fe'llar o'tgan zamon shakllarining qay usulda yasashiga ko'ra *to'g'ri (Regular verbs)* va *noto'g'ri (Irregular verbs)* fe'llarga bo'linadi. O'tgan zamon va sifatdosh II shakllari - *ed* suffiksi yordamida yasalgan fe'llar *to'g'ri fe'llar* deyiladi. Masalan:

to turn – turned

to mark – marked

to start – started

O'tgan zamon va sifatdosh II formasi - *ed* suffiksini olmasdan boshqa turli yo'llar bilan yasalgan fe'llar *noto'g'ri fe'llar* deyiladi. Masalan:

to write – wrote – written;

to sink – sank – sunk;

to tell – told – told;

to show – showed – shown;

Yu.S.Maslov ta'kidlaganidek, fe'l vaqt davomida sodir bo'ladigan belgining, harakatning grammatik ahamiyatini ifodalaydigan so'z turkumi bo'lib hisoblanadi. Harakatning grammatik ahamiyatini keng ma'noda tushunish mumkin. U nafaqat harakat va tom ma'nodagi faoliyatni ifodalaydi, balki holatni va ma'lum bir predmet yoki shaxsning mavjudligini ko'rsatadi. Tillarni qiyoslash orqali ular o'rtasidagi o'xshashlik va farqlarni tushunib yetish o'z sohamizing mutaxassisi bo'lishimizga yordam beradi.

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XORIJIY TILLARNI O'RGANISHNING AHAMIYATI

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Annotatsiya: maqolada chet tillarni o'qitishda zamonaviy metodlarning samarasi, til o'rganish davrlari to'g'risida ma'lumotlar berilgan.

Kalit so'zlar: zamonaviy metodlar, til o'rganish, boshlang'ich sinflarda chet tili

Bugun yurtimizdagi har bir umumta'lim maktablari xorijiy tillarni katta qiziqish va ishtiyoq bilan o'rganmoqda. Ta'lim muassasalariga ilk bor qadam qo'ygan boshlang'ich sinf o'quvchilarining xorijiy tillarni qunt bilan o'rganayotgani, bunda mashg'ulotlarning og'zaki va o'yin tarzida olib borilayotgani alohida e'tiborga molik.

Mamlakatimizda chet tillarni nafaqat maktablarning boshlang'ich sinflarida, balki uzluksiz ta'limning barcha bosqichlarida mukammal o'rgatish samaradorligini oshirish borasida keng qamrovli ishlar olib borilmoqda. 2012-yil 10- dekabrda qabul qilingan "Chet tillarni o'rganish tizimini yanada takomillashtirish chora- tadbirlari to'g'risida"gi qaror bu borada asosiy hujjat bo'lib xizmat qilmoqda. Ushbu qarorda chet tillarni o'qitishda zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda innovatsion uslublarni joriy etish, chet tillarda erkin so'zlasha olish, o'zaro hamkorlik va muloqotni yo'lga qo'yishda zarur barcha shart-sharoitlarni yaratib berish kabi vazifalar alohida belgilangan.

2013-2014-o'quv yilidan boshlab xorijiy tillarni boshlang'ich sinfdan o'qitila boshlangani chet tillarni puxta egallash, yoshlikdan ko'nikma hosil qilib borish imkonini bermog'da. 1-2- sinflar uchun ingliz tilidan yaratilgan darsliklar o'quvchilar o'rganishi uchun osonligi, rang-barangligi, o'yin, audio-video materiallariga tayangan holda va milliy an'analarimizga asoslanib tayyorlanishi uning muhim jihatlardan hisoblanadi. Chunki o'quvchi qaysi xorijiy tilda gapirishidan qat'i nazar, o'zbekona ismlarni, milliy qahramonlarimiz nomini yod aytadi, xalq o'yinlari, urf-odatlarini tushuntirib beradi.

Ta'kidlamoq kerakki, xorijiy tilni o'rganishda asos ona tili bo'lmog'i lozim. Chet tilini samarali egallash faqatgina o'quvchining o'ziga bog'liq bo'lmay, balki uni o'rgatayotgan o'qituvchining malakasiga ham bevosita bog'liq. Bu maqsadga erishishda yordam beruvchi asosiy omil o'qituvchining o'quvchiga pedagogik ta'sirining samaradorligini oshirishdan, darslarda o'quvchi va o'qituvchi orasidagi muloqotning ijtimoiy-psixologik jihatdan o'zaro mosligidan iborat.

Boshlang'ich sinf o'quvchilarining tez charchashi, diqqatining ixtiyorsizligi, eslab qolish darajasi hali yetarli darajada rivojlanmaganligi ularning yosh va psixologik xususiyatlariga xosdir. Ma'lumki, ushbu yosh davrlarida o'yin yetakchi faoliyat turi hisoblanadi. Negaki 3 yoshdan boshlab 6,7 yoshgacha bo'lgan bolalarda o'yin faoliyati va uning ahamiyati boshlang'ich sinflatda ham yo'qolmaydi, chunki, chet tilida o'yinning ta'limiy imkoniyatlari keng bo'lib, belgilanhan mavzu bo'yicha talab etilayotgan bilim, ko'nikma va malakalarga o'yin orqali erishish mumkin. Ma'lumotlarda e'tirof etilishicha, chet tili bo'yicha maxsus mashqlarni 4 yoshdan 10 yoshgacha bo'lgan bolalarga o'rgatish ijobiy natija beradi.

Buning uchun boshlang'ich sinflardan boshlab chet tilini o'rgatishda darslarda o'yin usulidan foydalanish samarali bo'lib, bunda bolalarning kommunikativ ko'nikmalari, aqliy imkoniyatlarining safarbar etilishi, ta'limiy qobiliyatlari, gapirish malakalari, ijodiy tashabbuskorlikni rivojlantiruvchi usul - ingliz tilining vositalari yordamida tasavvur qilish qobiliyatlari kengayadi. Bunda lug'at boyligi faollashib, maqsad shakllanadi. Tasvirlab berish orqali esa o'quvchilarni so'z boyliklaridan foydalangan holda muloqot jarayoniga jalb qilish mumkin.

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ОНА ТИЛИ ВА АДАБИЙОТ ДАРSLARIDA О'QUVCHILARNI KREATIV FIKRLASHGA O'RGATISH

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Annotatsiya: Ushbu maqolada maktab dasturidagi ona tili va adabiyot darslarida o'quvchilar kreativ fikrlashga o'rgatish usullari haqida bayon etilgan. Bu jarayonda o'quvchilar nutqini o'stirish, tafakkur olamini boyitish zaruriliga asoslab aytib o'tilgan.

Kalit so'zlar: kreativ, so'z san'ati, estetik zavq, tafakkur, ta'limning zamonaviy vositalari.

Ona tili fani faqat grammatik me'yorni o'rgatuvchi fan emas, balki o'quvchining ixtiyoriy mavzudagi, fanlar kesimidagi matnlarni tinglab tushunishiga, to'g'ri o'qishiga, orfoepik va orfografik me'yorlarga oid ko'nikmalarni rivojlantirishga xizmat qiladigan fandır. O'quvchi mantiqiy, tanqidiy, kreativ fikrlashi uchun ona tili darslarida o'qib tushunishga e'tibor qaratiladi. Ona tilini puxta o'zlashtirgan o'quvchi boshqa fanlarni qoniqarli o'zlashtiradi. O'qish savodxonligi mukammal bo'lgan o'quvchi boshqa fanlarda o'rganayotgan matnlarni o'qish orqali mantiqiy, tanqidiy, ijodiy (kreativ) fikrlaydi, olgan bilimlarini hayotda qo'llay olish layoqatini rivojlantiradi. Shuningdek, o'quvchilarning mantiqiy fikrlashini va amaliy ko'nikmalarini shakllantirishga yo'naltirilgan xalqaro baholash dasturi (PISA, PIRLS) talablariga mos keladigan matnlarga oid topshiriqlar bilan ishlashga mo'ljallangan amaliy topshiriqlarni risoladagiday bajarishga o'rgatish o'qituvchi oldidagi asosiy vazifalardan biri sanaladi. Bunda matnni tushunish, tanqidiy, tahliliy fikrlash, munosabat bildirish malakalarini shakllantirish ko'zda tutiladi.

Adabiyot so'z san'atidir. Shu sababli ham ona tilini puxta o'zlashtirmasdan turib, adabiyotning go'zalligini va qudratini anglab bo'lmaydi. Ona tili va adabiyot darslarida amalga oshirish lozim bo'lgan asosiy masala o'quvchilarda so'zga qiziqish va e'tibor hissini muntazam sur'atda o'stirib borishdan, ularga so'zning ahamiyatini, turli matnlarda tutgan o'rnini tushuntirishdan iborat. Fanlararo bog'lanishni tafakkurning rivojlanishiga qiyoslash mumkin. Fanlarni o'zaro bog'lab o'rganish u yoki bu fan bo'yicha o'rganilayotgan voqea va hodisa haqida o'quvchida jonli mushohada qilish malakasini o'stiradi, bu bilan o'quvchi voqea, hodisa haqida aniq tasavvurga ega bo'ladi. O'qituvchi ona tili va adabiyot fanlarini boshqa fanlar bilan uzviy bog'lagan holda ta'lim berar ekan, yangi materialni bayon qilish, mustahkamlash jarayonida, shuningdek, takrorlash, umumlashtirish vaqtida u yoki bu mavzu yuzasidan o'rnini bilan bog'lanishli o'quvchilarni mantiqiy, tahliliy mushohadaga chorlovchi turli mazmunga oid matnlardan foydalanadi. Bunday matnlardan foydalanish o'quvchilarni kreativ fikrlashga, matnni tushunishga, bilimi va dunyoqarashini boyishiga xizmat qiladi.

Milliy ma'naviyatni egallash o'zbek xalqining boy tarixi, milliy qadriyatlarini, urf-odatlarini va ularni o'zida aks ettirgan boy adabiy-badiiy meros bilan yaqindan tanishish, uni o'qib o'rganish, milliy an'analar, bayramlar, urf-odatlar asosida shakllangan milliy madaniyat, shuningdek, umuminsoniy qadriyatlarni singdirishni taqozo etadi. O'zbek adabiyotining ixcham va go'zal namunalarini, xalqning tarixiy, madaniy hayotiga xos muhim lavhalar, jahon milliy madaniyatiga hissa qo'shgan o'zbek xalqi vakillarining ijodiy merosini o'rganish ham ko'zda tutiladi. Bunda o'rganilayotgan so'z va so'z shakllarini to'g'ri talaffuz qilish hamda yozish, so'zni grammatik jihatdan to'g'ri shakllantirish, so'zlarni o'rinli tanlash va sintaktik-uslubiy jihatdan to'g'ri baholay olish, jumla tuzishda va nutq ohangini belgilashda adabiy til imkoniyatlaridan o'rinli foydalanish talab etiladi.

Ona tili fani ta'limi mazmunida asosiy diqqat-e'tibor nutqiy va lingvistik kompetensiyani shakllantirishga qaratilgan bo'lib, bu o'quvchilarning ona tilidan egallaydigan lingvistik bilimlari vositasida kundalik turmush, ijtimoiy-madaniy hayot, mutaxassislik sohalarida og'zaki va yozma erkin muloqot yurita olishlarini ta'minlashga qaratilgan.

Adabiyot fani milliy hamda jahon adabiyotining nodir namunalarini bilish, o'quvchilarning ma'naviy-axloqiy dunyosi, adabiy-estetik didini shakllantiradi hamda ularda mustaqil fikrlash, obrazli tafakkurga oid bilim, ko'nikma, malakalarni hosil qilish va rivojlantirish, o'quvchilarni badiiy adabiyotga qiziqtirish, asarlarni o'rgatish jarayonida olam va inson tabiati, milliy ham-



da umuminsoniy qadriyatlar, shuningdek, kitobxonlik madaniyatini shakllantirish orqali o‘quvchilarning ma’naviyatini, dunyoqarashini kengaytirishga xizmat qiladi.

Adabiyot darslarida o‘quvchilar ongida ilmiy dunyoqarashni shakllantirishda ularning tarix fanidan olgan bilimlaridan foydalanish bilan birga, hozirgi davrdagi ijtimoiy-siyosiy hodisalar ham o‘rganiladi. Ilmiy dunyoqarashni shakllantiruvchi yorqin tarixiy shaxslar obrazlari ham o‘quvchilarning ma’naviy dunyosini boyitadi, jamiyatning moddiy boyligi va ma’naviy madaniyatini rivojlantirishga o‘z hissalarini qo‘shishga chorlaydi.



GRAMMAR GAMES IN ENGLISH LESSONS

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Annotation. Nowadays, the main task for the successful study of a foreign language is the formation of a stable interest in its study. The principle of child activity remains one of the main ones in didactics: it is a quality of activity characterized by a high level of motivation, efficiency, and a conscious need for the assimilation of knowledge and skills. Game is a specially organized activity that requires exertion of emotional and mental strength. The game always involves making a decision - how to act, what to say, how to win? The desire to solve these issues sharpens the thinking activity of the players.

Keywords: game, skills, ability, process, communication, education, develop.

Grammar is one of the most important aspects in learning any language, because without knowledge of grammar, full-fledged communication is out of the question. The vocabulary itself is not a language - it only serves as a building block. Vocabulary becomes an effective tool when it comes to the disposal of grammar. That is why it is so important to teach children grammar from the very beginning of language learning. However, working with children, mainly of primary school age, it became obvious to me that it is useless to load pupils with rules, schemes and a huge amount of training exercises. Children simply lose interest not only in learning grammar, but also in the language in general. Therefore, it is important to choose a bright, unusual and fun method for learning grammar. One of these methods is certainly grammar games.

Game is a traditional, recognized method of teaching and education. Game activity during English lesson not only organizes the process of communication in a foreign language, but also brings it as close as possible to natural communication. The game develops mental and volitional activity. Through games, all the cognitive processes of pupils are activated: attention, memory, thinking, and creativity develop. Educational games help relieve fatigue, overcome language and psychological barriers. Their use always gives good results, increases interest in the subject, allows you to focus on the main thing - mastering speech skills in the process of a natural communication situation during the game.

Games are an active way to achieve many educational goals:

- consolidate the passed material;
- game is a very good decision to repeat previous themes;
- game is an excellent way to spur pupils up, to get them to actively work in the lesson when they have to do less enjoyable things;
- game is a technique for changing activities after a difficult oral exercise or other tedious activity;
- game is the perfect opportunity to relax;

Games can relieve stiffness, especially when you eliminate the element of competition or minimize it.

Games can be used at the beginning or at the end of the lesson in order to divide the lesson into two parts, relieve tension, which is decided at the discretion of the teacher.

Reasonable use of games in the classroom and their combination with other methodological techniques contribute to the high-quality assimilation of the material and make the learning process, which becomes a need for pupils.

Depending on the goals and objectives of the lesson, various games can be used, but since I chose the use of grammar games as the topic of the work, I will give several examples of such games that I use in my practice.

Grammar game #1 (for practicing the construction of sentences). Each pupil has a pile of a card with a pronoun, a verb, a tense companion, an auxiliary verb, etc., depending on what tense or grammatical structure is being worked out. One participant can have several cards. At the command of the teacher, the pupil should form a sentence without confusing word order and meaning.

Second version of the game: One of the pupils is given a Russian sentence on a card, which he



must translate and build the other pupils in the right order.

Grammar game # 2 "Alterations". Pupils are given several sentences and the task is to rewrite this sentence, for example, by removing only one word, adding an ending or swapping words. The game demonstrates how well the child knows the rules for constructing sentences at different times and is able to compare these times with each other.

Examples: Redo the sentence by removing one word. I will swim in the river. ("paraphrase": I swim in the river)

Alteration the sentence by removing the word and swapping the words. He does not like milk. ("alternate": Does he like milk?), Etc.

Grammar game #3 (for practicing the Simple future tense). The game will be most relevant on the eve of weekends, holidays or vacations. The teacher sets a condition for the student (for example: Madina, your friend invites you to his birthday party), and the student says in response what he will do in these circumstances (for example: I will buy a present for him). The task becomes more complicated due to the fact that the teacher gives the condition in the present tense, and the student must answer in the future.

Grammar game #4 (for working out general questions in the Simple present tense). The game can take place as a competition. On the board, card (s) with suggestions (subject matter may vary)

For instance:

My favorite color is red.

My favorite color is green.

My favorite color is blue.

My favorite color is white.

My favorite color is black.

My favorite color is yellow.

My favorite color is pink.

One of the students makes one of the sentences. The rest should guess the sentence by asking general questions.

For instance:

Is your favorite color red? (Yes, it is / No, it is not)

The one who guessed it gets one point or token, and now it is his turn to guess.

Also offers can be of type I like ... most of all. In this case, you can work out the questions with the help verb do.

Grammar game #5 (for working out constructions there is/there are or have/has in interrogative sentences + repetition of the studied vocabulary on the topic). The game is played in pairs. Each writes 5 words in a notebook on the topic that the students are studying at the moment. The guys do not show the lists to each other. Their task is to guess what is written on the opponent's sheet faster than his subjects will guess by asking general questions.

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ОНА ТИЛИ ТА'ЛИМИДАГИ МУАММО ВА YECHIMLAR

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Annotatsiya: Ushbu maqolada maktab dasturidagi ona tili va adabiyot darslarida bo'sh o'zlashtiruvchi o'quvchilar bilan ishlash, tilshunoslik bo'limlarini o'rgatish usullari, nutqdagi takrorlarning oldini haqida fikrlar bayon etilgan.

Kalit so'zlar: BKMlar, metod, tilshunoslik, murakkab mavzular lug'atlar.

Ona tili ta'limining bugungi kundagi muammolaridan biri-o'quvchilarning og'zaki nutqining sustligidir. Shuning uchun o'qituvchi har darsida bu muammoning yechimini topishga harakat qilsa, nur ustiga a'lo nur. Buning uchun yangicha didaktik o'yinlar o'tkazish, interfaol metodlar va usullardan unumli foydalanish lozim. O'quvchilarning BKM hamda kompetensiyalarni shakllantirish uchun qaysi metod va usullar orqali mavzuni tushuntirish yaxshi natija beradi? Jumladan, "Ergashgan qo'shma gaplar" mavzusini o'rganish jarayonida, INSERT texnologiyasidan foydalanish yaxshi samara beradi. Buning uchun tarqatmalar yordamida o'quvchilarga matnlar beriladi. O'quvchilar matn ichidan bugun o'rganilayotgan mavzuga oid gaplarni aniqlab, belgi qo'yib boradilar. O'qituvchi mavzuni tushuntirib bo'lgach, birgalikda muhokama qilinadi. Zeroki, "INSERT" metodi – matnlardan mustaqil foydalanish, olingan axborotlarni tahlil qilish, tizimlashtirish, ularni qisqa va aniq og'zaki bayon qilish ko'nikmasini rivojlantiruvchi metoddir.

Hozirgi kunning o'yinqaroq bolalari uchun mavzularni oddiylikdan murakkablikka qarab o'rgatish zarur. Aynan bunda "Klaster" metodi qo'l keladi. Masalan: Zidlov bog'lovchili bog'langan qo'shma gap mavzusini tushuntirishdan oldin ushbu metod yordamida quyi sinflarda o'rganilgan "Zidlov bog'lovchilari" mavzusini eslash lozim: ammo, lekin, biroq, balki. Bu bog'lovchilar yordamida avval sodda gap, so'ngra qo'shma gaplar tuzish maqsadga muvofiq.

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Hozirgi kunning o'yinqaroq bolalar uchun mavzularni oddiylikdan murakkablikka qarab



o‘rgatish zarur. Aynan bunda “Klaster” metodi qo‘l keladi. Masalan: Zidlov bog‘lovchili bog‘langan qo‘shma gap mavzusini tushuntirishdan oldin ushbu metod yordamida quyi sinflarda o‘rganilgan “Zidlov bog‘lovchilari” mavzusini eslash lozim: ammo, lekin, biroq, balki. Bu bog‘lovchilar yordamida avval sodda gap, so‘ngra qo‘shma gaplar tuzish maqsadga muvofiq.

”FSMU” texnologiyasi. Bu texnologiyadan foydalanishda o‘qituvchi har bir o‘quvchiga “FSMU” texnologiyasining 4 bosqichi yozilgan qog‘oz varaqlarini tarqatadi va yakka tartibda ularni to‘ldirishni iltimos qiladi. Bunda:

O‘qituvchi o‘quvchilar bilan bahs mavzusini belgilab oladi. Yakka tartibdagi ish tugagach, o‘quvchilar kichik guruhlariga ajratiladi va o‘qituvchi kichik guruhlariga FSMU texnologiyasining 4 bosqichi yozilgan katta formatdagi qog‘ozlarni tarqatadi. Kichik guruhlariga har birlari yozgan qog‘ozlardagi fikr va dalillarni katta formatda umumlashtirgan holda 4 bosqich bo‘yicha yozishlari taklif etiladi. O‘qituvchi kichik guruhlarning yozgan fikrlarini jamoa o‘rtasida himoya qilishlarini so‘raydi. Mashg‘ulot o‘qituvchi tomonidan muammo bo‘yicha bildirilgan fikrlarni umumlashtirish bilan yakunlanadi.

“Kichik guruhlarda ishlash” usuli-ta’lim oluvchilarni faollashtirish maqsadida ularni kichik guruhlariga ajratgan holda o‘quv materiallarini o‘rganish yoki berilgan topshiriqni bajarishga qaratilgan. Ushbu usul qo‘llanganda ta’lim oluvchi kichik guruhlarda ishlab, darsda faol ishtirok etish imkoniga, boshlovchi rolida bo‘lish, bir-biridan o‘rganish va turli fikrlarni qadrlash imkoniga ega bo‘ladi.



О‘ЗБЕК ТИЛИДАГИ СО‘З ТУРКУMLARINING МАТЕМАТИК МОДЕLLARINING ТАНЛИЛИ АСОСИДА ALGORITMLARINI VA DASTURIY TA‘MINOTINI YARATISH

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Anotatsiya: Dissertatsiya ishida o‘zbek tilidagi so‘z turkumlarininig matematik modellarini intellektual tahlil qilish natijasida avtomatik ravishda algoritmlarni yaratish va shu majmuaning dasturiy ta‘minotni yaratishga qaratilgan.

Kalit so‘zlar o‘zbek tili, so‘z turkumlari, tabiiy tillar, kengaytirilgan kirish tili, tarjima, dasturlash texnologiyalari, sun‘iy intellekt, model, algoritm.

Tarjima faoliyatining hozirgi bosqichida innovatsion texnologiyalardan foydalanish muammosi alohida ahamiyatga ega. Bularga, asosan, axborot texnologiyalari kiradi. So‘nggi o‘n-o‘n besh yil ichida tarjimon ishining mohiyati va unga qo‘yiladigan talablar sezilarli darajada o‘zgardi. Avvalo, o‘zgartirishlar ilmiy, texnik, rasmiy va ishbilarmonlik hujjatlarining yozma tarjimasiga tegishli. Bugungi kunda, qoida tariqasida, faqat matn terish mashinasi kabi kompyuter yordamida tarjima qilishning o‘zi yetarli emas. Mijoz tarjimondan tayyor hujjatning dizayni iloji boricha asl nusxaning ko‘rinishiga mos kelishini va shu bilan birga ushbu mamlakatda qabul qilingan standartlarga javob berishini kutadi. Shuningdek, tarjimondan xuddi shu mavzu bo‘yicha ilgari bajarilgan buyurtmalardan samarali foydalana olishi talab qilinadi va ish beruvchi, o‘z navbatida, takrorlanadigan yoki shunga o‘xshash matn parchalarini tarjima qilishda vaqt va pulni sezilarli darajada tejashni kutadi. Ushbu shartlarni faqat tarjimon nafaqat ona va chet tillarini yaxshi bilishi va tanlangan fan sohasini chuqur o‘rganibgina qolmasdan, balki zamonaviy kompyuter texnologiyalariga ishonch bilan yo‘naltirgan taqdirdagina bajarish mumkin.

Shu bilan birga jahonda raqamli texnologiyalardan foydalanish o‘zbek tili oldiga axborot-kommunikatsiya texnologiyalari sohasini kengaytirish orqali bir qancha muammolarni, masalan tovarlar ishlab chiqarish va xizmatlar samaradorligini oshirishdagi muhim omildir. Ushbu texnologiyalarning rivojlanishida matnlarni tahlil qilish usullari yaratish muhim rol kasb etadi. Bu usullarining salmoqli qismi matndagi berilganlarni intellektual tahlili uchun qo‘llaniladi.

Tadqiqotning asosiy maqsadini amalga oshirish uchun quyidagi vazifalar bajariladi:

- matematik modellarni tahlil qiluvchi va avtomatik tarzda algoritmlarni yaratuvchi dasturni yaratiladi;
- o‘zbek tilidagi ot so‘z turkumining matematik modellari tahlil dasturiga kiritiladi va avtomatik ravishda “ot algoritmlari” yaratiladi;
- o‘zbek tilidagi sifat so‘z turkumining matematik modellari tahlil dasturiga kiritiladi va avtomatik ravishda “sifat algoritmlari” yaratiladi;
- o‘zbek tilidagi ravish so‘z turkumining matematik modellari tahlil dasturiga kiritiladi va avtomatik ravishda “ravish algoritmlari” yaratiladi;
- o‘zbek tilidagi fe‘l so‘z turkumining matematik modellari tahlil dasturiga kiritiladi va avtomatik ravishda “fe‘l algoritmlari” yaratiladi;
- o‘zbek tilidagi olmosh so‘z turkumining matematik modellari tahlil dasturiga kiritiladi va avtomatik ravishda “olmosh algoritmlari” yaratiladi;
- o‘zbek tilidagi son so‘z turkumining matematik modellari tahlil dasturiga kiritiladi va avtomatik ravishda “son algoritmlari” yaratiladi;
- keltirilgan ushbu algoritmlarning to‘g‘ri va aniqligini tekshirish uchun so‘z bazalari tuziladi va so‘z turkumlari bo‘yicha bittadan algoritmlar bo‘yicha tajribalar o‘tkaziladi.

Tadqiqot ilmiy yangiligi quyidagilardan iborat:

- tabiiy tillarga ishlov beruvchi “kengayuvchi kirish tili”da o‘zbek tilidagi so‘z turkumlari bo‘yicha yaratilgan matematik modellarni avtomatik tarzda tahlil qilish uslubiyati yaratiladi;
- tabiiy tillarga ishlov beruvchi “kengayuvchi kirish tili”da o‘zbek tilidagi so‘z turkumlari bo‘yicha yaratilgan matematik modellarni avtomatik tarzda tahlil qilish uslubiyati asosida C++



tilida dasturiy ta'minot yaratiladi;

- o'zbek tilidagi so'z turkumlari bo'yicha avtomatik tarzda 33ta algoritmlar yaratiladi.

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TEACHING ENGLISH TO YOUNG LEARNERS

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Annotation: In this article a method developed by Dr. James J. Asher, a professor emeritus of psychology at Sa José State University, to aid learning second languages.

Key words: (EFL) English as a Foreign Language, (YL) Young Learners, (VYL) Very Young Learners, (TPR) Total Physical Response, Disciplines Work on a Child,

It is widely believed that starting the study of English as a Foreign Language (EFL) before the age of 12 or 13 years will build more proficient speakers of English. But this statement has no evidence.

Levels of proficiency depends on many other factors:

- 1.type of program and curriculum;
- 2.number of hours spent in English class and techniques and activities used.

Before we go ahead, it is necessary to know as to what is *young learner*?

Young Learners (YL) are 7-12 years old and Very Young Learners (VYL) are under 7 years of age.

Helpful Ideas for Teaching English to Young Learners

1. Supplement activities with visuals, realia, and movement.

Young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and the tangible. As Scott and Ytreberg (1990) describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times."

Disciplines Work on a Child

Discipline of Society

Discipline of Nature

Discipline of Self

- Use brightly colored visuals, toys, puppets or objects
- Community donations for toys and objects
- Create a "Visuals and Realia Bank"

Use Total Physical Response (TPR) by James Asher (1977)

In TPR, students listen to the teacher and physically respond to his/her instructions.

What is TPR?

Total Physical Response (TPR) is a method developed by Dr. James J. Asher, a professor emeritus of psychology at Sa José State University, to aid learning second languages. The method relies on the assumption that when learning a second or additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement. TPR is primarily intended for ESL/EAL teacher, although the method is used in teaching other languages as well. According to Asher, TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language. In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. The activity may be a simple game such as 'Simon Says' or may involve more complex grammar and more detailed scenarios.

What is SIMON SAYS?

Simon says is a game for three or more players (most often children). One of the people is "it" – i.e., Simon. The others must do what Simon tells them to do when asked with a phrase beginning with "Simon says". If Simon says "Simon says jump", the players must jump (players that do not



jump are out). However, if Simon says simply "jump", *without* first saying "Simon says", players do not jump; those that do jump are out. In general, it is the spirit of the command, not the actions that matters; if Simon says "Simon says touch your toes", players only have to show that they are *trying* to touch their toes. It is the ability to distinguish between valid and invalid commands, rather than physical ability, that matters here.

Advantages of TPR

Students will enjoy getting up out of their chairs and moving around.

- TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities.
- It is good for kinesthetic learners who need to be active in the class.
- Class size need not be a problem, and it works effectively for children and adults.
- A recent psychological study found that the game can be a healthy way to help children to improve self-control and restraint of impulsive behavior.

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УЧИТЕЛЬ НОВОГО ВРЕМЕНИ: КАК ВДОХНОВИТЬ УЧЕНИКА ПИСАТЬ?!

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*Не важно, как мы пишем, но очень важно, что мы пишем.
-Готхольд Эфраим Лессинг*

Аннотация. Письмо – это средство выражения мыслей человека с помощью специально созданных условных знаков. Основное назначение письма заключается в передаче речи на расстояние и закрепление ее во времени. В эпоху глобализации коммуникация играет доминирующую роль во всех сферах. Язык - это главный ключ к общению, а общение практически невозможно без языка. Даже если можно общаться с помощью знаков и жестов, это не полностью удовлетворяет желания людей. Более того, язык является оружием в передаче человеческих идей, мыслей и чувств другим людям. Следовательно, люди изучают языковые навыки, чтобы поддерживать отношения с другими.

Ключевые слова: письмо, навык, идеи, роль, компетенции, навык, язык, способ.

Двадцать первый век стал свидетелем чудесных превращений, происходящих на заре инноваций в технологиях. Это привело к огромным изменениям и в области системы связи. Чтобы хорошо общаться с людьми, нужно систематически изучать язык. Более того, люди должны овладеть всеми четырьмя навыками владения языком, чтобы общаться с другими людьми в обществе. Кроме того, для достижения целей и задач своих задач люди должны изучать язык с большой концентрацией, преданностью, преданностью и решительностью. При тщательном изучении языка людям необходимо изучить все четыре языковых навыка, то есть аудирование, говорение, чтение и письмо с особой тщательностью и концентрацией. Необходимо изучить все эти четыре навыка, поскольку они играют жизненно важную роль в общении. Поскольку общение играет ключевую роль в достижении огромного прогресса во всех без исключения областях, люди в современном обществе пытаются изучить все четыре навыка, уделяя им больше внимания. Итак, осознав важность общения для развития своей карьеры, а также для своего светлого будущего, они стали уделять больше внимания языковым навыкам и стараются приобрести их, прилагая больше усилий. Следовательно, изучающие язык должны усердно работать, чтобы достичь желаемых результатов.

Вы разрешаете ученикам сомоотвержено писать (писать как сумасшедшие)? Если слишком сильно надавить на ученика, чтобы сделать все правильно в первом черновике, это часто может остановить писателей - не только молодых писателей, всех нас. Поделитесь с ними золотым правилом отличного письма: не прекращайте стирать, просто продолжайте писать. Выплескивайте идеи и слова на страницу. Кроме того, подумайте о том, как создать пространство, которое будет привлекательно для ваших писателей-учеников. Это может означать воспроизведение музыки на малой громкости, пока они пишут, или выведение их на улицу, чтобы посидеть под деревьями со своими ноутбуками, тетрадями. Подумайте обо всех способах, которыми вы можете поднять настроение, чтобы передать, эй, мы просто пишем.

Увлекательные письменные подсказки - один из способов помочь учащимся развить беглость письма и выносливость. Найдите или создайте подсказки, которые позволят ученикам поделиться своей жизнью, мнениями и предыдущими знаниями. Рассмотрите возможность включения изображения, чтобы помочь учащимся глубже понять смысл подсказки.

Когда ваши ученики закончат писать, не заставляйте их просто закрывать свои записные книжки или ноутбуки. Пусть делятся парами или группами. Предложите им прочитать или рассказать о том, что они написали. Сделайте необязательным для них возможность передавать свои записи другим людям для чтения. Это позволяет им делиться в безопасной среде. Обмен в качестве рутины выводит их писательство из изоляции и может побудить их писать более или более глубоко, зная, что они будут делиться своими мыслями и идеями со сверстниками.



Создание места для ваших учеников, чтобы они могли часто и регулярно писать в непринужденной манере, позволяет проявить больше творчества, чтобы обнаружить, что они могут захотеть сказать, и увидеть, о чем они не хотят писать. Точно так же, как мы говорим ученикам, что можно отказаться от книги, которую они читают, и выбрать другую, мы можем предложить им сделать то же самое с написанием - начать заново, с новой темы или другой структуры.

Что касается выставления оценок, просто поставьте оценку, но не исправляйте. Ученики могут выбрать письменное задание, которое будет развиваться позже (для более формальных письменных заданий), и именно здесь и когда приходит точность. А пока скажите своим ученикам: давайте сделаем это, а потом побеспокоимся о том, чтобы улучшить его. Я показывала своим ученикам одиннадцатого класса книгу стихов. В книге, слева от каждого напечатанного стихотворения, находится его рукописный набросок стихотворения, слова зачеркнуты, некоторые орфографические ошибки и стрелки, перенаправляющие линии. «Видите ли, - говорила я, - написание начинается с того, что просто записывает».

Говоря об официальных письменных заданиях, тот факт, что мы формально измеряем письменное задание с помощью таблицы критериев или критериев, не означает, что задание не должно включать выбор. Мы больше привлекаем и мотивируем молодых писателей, когда разрабатываем задания, позволяющие делать выбор. Это может означать, например, выбор структуры - рассказ, репортаж, сценка, стихотворение или устное слово.

По возможности дайте им возможность также выбрать тему. Если они изучают аргументированное или убедительное письмо, позвольте им решить вопрос, который их больше всего интересует - социальный, экологический, политический, местный или глобальный, - который они хотели бы решить в своем письме.

При разработке этих более формальных письменных заданий рассмотрите возможность использования стратегии планирования под названием - цель, роль, аудитория, структура, продукт, стандарты и критерии. Вы сами определяете цель, стандарты и критерии, и позволяете ученику выбирать роль, аудиторию, структуру и продукт.

Школьное письмо исторически часто означало аудиторию, состоящую из одного - учителя. Возьмите некоторые из этих письменных заданий за пределы четырех стен классной комнаты в дома и общины ваших учеников. Наличие аудитории помимо учителя соблазнит учеников (особенно ваших упорных и борющихся писателей).

Письма - отличный способ привлечь учеников к написанию для реальной аудитории. Могут ли они написать убедительное письмо родителю или преподавателю? Как насчет информационного письма младшему члену семьи, в котором он поделится советами о том, чему они научились в жизни? Как насчет письма местному выборному должностному лицу по проблеме сообщества? Несколько других письменных материалов, которые ученики могут создавать и распространять вне класса: информационные брошюры, сообщения в блогах, а также статьи и редакционные статьи для школьных или общественных газет.

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CHET TILINI O'QITISHDA OG'ZAKI VA YOZMA NUTQ BOYLIGIGA ERISHISH

*Shavkat Abdullayev,
FarDU nemis tili yo'nalishi magistranti,
So'x tumani 1-son ixtisoslashtirilgan
davlat umumta'lim maktabi o'qituvchisi.*

Annotatsiya: ushbu maqolada chet tilini o'rganishda og'zaki va yozma nutq boyligiga qanday erishish metodlari darsliklardan keltirilgan qisqa parchalar yordamida yoritib beriladi.

Kalit so'zlar: til xususiyatlari, ijodiy matn, tasavvur, tahrir, ko'nikma, og'zaki bayon, qobiliyat, layoqat.

Chet tili darslarida o'quvchining nutq savodxonligi, so'z boyligi, chet tilida so'zlashish ko'nikmasini shakllantirish o'qituvchilar oldida turgan asosiy vazifa hisoblanadi. Bunda kichik badiiy matnlardan—ertak va kichik hikoyalardan, gazeta va jurnallarda berilgan kichik parchalardan foydalanib og'zaki va yozma nutqni o'stirish muhim omillardan sanaladi. Badiiy matnlar asosidagi mashqlar o'quvchilarning fikrlash layoqatini shakllantirishga yordam beradi.

Chet tili darslarida mashq materiali sifatida keltirilgan badiiy matnlarning til xususiyatlarini o'rganish shunchaki badiiy nutqning tuzilishi, matnda kelgan so'zlarning antonimlari va sinonimlari bilan tanishishgina iborat emas. O'quvchi badiiy matnlarda o'zi yaratadigan matn uchun andoza sifatida qarasagina, ularning o'rganishning amaliy ahamiyati namoyon bo'lib, ta'limiy samarasi ortadi. Shu bois ba'zan matnni tarjimasidan so'ng o'quvchilarga o'zlari yozadigan ijodiy matngda tanishgan matnda foydalanilgan so'zlarning sinonimlaridan foydalanish, oz bo'lsa-da o'z hissiyotlarini aks ettira bilishlari maqsadga muvofiq. Bunda og'zaki va yozma nutqni o'stirish, nutq madaniyatini rivojlantirishga doir quyidagi ish turlarini amalga oshirish mumkin:

- 1) Badiiy matn mazmunini qayta hikoya qilish;
- 2) Badiiy matn namunasidan foydalanib, biror mavzuda og'zaki hikoya qilish;
- 3) Badiiy matn asosida ijodiy matn yaratish;
- 4) Matnni tahrir qilish;
- 5) Matn mavzusini e'lon qilish va mavzuga oid material to'plab, matn yaratish;
- 6) Nutq o'stirishda qo'shiqlardan foydalanish;

Quyida ana shu ish turlarini tashkil etish bo'yicha qisqacha so'z yuritamiz.

1. Og'zaki nutqni o'stirishda badiiy matn mazmunini qayta hikoya qilish nutq o'stirishda muhim rol o'ynaydi. Buni amalga oshirishda darsliklarda berilgan, badiiy adabiyotlarda berilgan hajman kichik bo'lgan matnlarni tanlangan ma'qul. Masalan, 5-sinf "Nemis tili" darsligidagi quyidagi matnni qayta hikoya qilishni topshirish mumkin:

1896 kamen die 295 besten Athleten aus 12 vershiedenen Landern zu den erste olimpieshen Spielen der neuzeit nach Athen. Damals gab es nur zehn sptarten im program. Bie den darauffolgenden Sommerspielen anderte sich das Olympische Programm, und von diezen zehn blieben nur vier Disziplinen ubrig (Leichathletik, Fechten, Turnen, und Schwimmen). Im Programm der Olympischen Spiele 2000 in Sydney gab es schon 32 Sportarten, darunter solche wie Wasserspringen, Schiesen, Synchronschwimmen, rhytmische Sportgymnastik und und Gewichtheben. Bei der olympiade trafen sich 10.200 Sperler aus 199 Landern, darunter auch Sportler aus Usbekistan.

Qayta hikoya qilishning kommunikativ jihati nutq orqali tinglovchilarda biror ta'sir o'tkazishdir. Shu bois o'quvchilarga matn mazmunini ta'sirchan qilib yetkazishga harakat qilish vazifasi topshiriladi.

2. Badiiy matn namunasidan foydalanib, biror mavzuda hikoya tuzish. Bunda o'qituvchi o'quvchilarga avvalgi darslarda o'qilgan matnlardan andoza olish mumkinligini ta'kidlab, ularning tasavvurlarini ishga tushiradi. O'quvchilarning ko'z o'ngida gavdalangan odam, narsa-buyum, o'rin-joy, voqea yoki hodisa og'zaki bayon uchun material to'plashga asos bo'lib xizmat qilishi mumkin.

Og'zaki bayon ko'pi 10 gap hajmida bo'ladi. Bu tanlangan mavzuga ham bog'liq. Masalan, birinchi matn mavzusi o'quvchilar mustaqil ravishda tuzadigan ikkinchi gap mavzusiga yaqin bo'lishi mumkin: "Meine Familie"—"Mein Dorf", "Unsere Schule"—"Unsere Klasse". Bu topshiriqni bajarishda o'quvchi bevosita birinchi matnda qatnashgan so'zlardan foydalanishi mumkin.



3. О‘қиб берilgan matn asosida bayon yozish (tinglab yozish). Bu hikoya qilishning yozma shakli hisoblanadi. Bu jarayonda endi o‘quvchining nafaqat nutqi, balki so‘zlarning to‘g‘ri yozish ko‘nikmasi ham shakllanadi.

4. Matnni tahrir qilish. Matn shakli kichik bo‘ladi. Matnda qatnashgan ba‘zi yangi so‘zlar, talaffuzi va yozilishi qiyin bo‘lgan so‘zlar haqida to‘xtalib o‘tilgach, uning asosida matn tuziladi. Masalan, 7-sinf darsligida berilgan quyidagi matn asosida bayon yozish mumkin:

Das Geheimnis des Chon-Atlas

Der Chon-Atlas ist ein beliebter Seidenstoff in Uzbekistan. Die Legende berichtet Folgendes über die interessante Entstehung dieses Stoffes.

Ein Alter Weber aus Margilan verletzte sich an der Hand, als er webte. Als er sich im Gebirgsbach das Blut von der Hand abwaschen wollte, bot sich ihm ein faszinierendes Bild. Im smaragdgrünen Wasser spiegelte sich die leuchtende goldene Sonne, die grünen Bäume und der blaue Himmel. Dazu kam das rote Blut. Dieses Bild regte ihn dazu an, den wunderbaren Stoff zu weben, den es nur hier und nirgendwo sonst in der Welt gibt. Heute kennt man über siebsig verschiedene Chon-Atlas-Muster.

Matnda berilgan ba‘zi so‘zlarning sinonimlari bilan almashib, matn mazmunidagi o‘zgarishlar tushuntiriladi.

O‘quvchilarning yozgan ishlari tahlil qilinadi va baholanadi.

5. Mavzu e‘lon qilinadi va mavzuga oid material to‘planadi. Material to‘plash uchun o‘quvchilarning xayolotini ishga tushirish, boyitish, hissiyot bilan to‘yintirish zarur.

Og‘zaki bayonga baho berganda ham, matnni tekshirganda ham mazmuning to‘liq ochilgani, so‘zlardan unumli foydalanganligi, matnni ifodaliligini va boshqalar hisobga olinadi.

Tahrir uchun o‘quvchilarning yozgan insholari, tuzgan matnlari olinadi. Insho, matn yoki bayon o‘qib eshittiriladi va o‘quvchilarning fikri tinglanadi. Tahrir ishlari sinfda og‘zaki, uyda yozma tarzda bajariladi.

Nutqiy ko‘nikma so‘zlarni o‘rganish, xatolar ustida ishlash, matnni tahrir qilish jarayonida shakllanadi. Ushbu ishlardan so‘ng o‘quvchilar uyda kichik matn yozib keladilar. Keying darsda uyda tuzilgan matn katta qiziqish bilan o‘qiladi. O‘quvchi qo‘shimcha ravishda yozganlarini hikoya qilib berishi mumkin.

6. Xorijiy til darslarida qo‘shiqlardan foydalanish mashg‘ulotni qiziqarli olib borilishi, shuningdek yaxshi samara berishiga omil bo‘ladi. Qo‘shiqni tinglash jarayonida matnni to‘ldirish, misra va qatorlarni tartibga keltirish, tinish belgilarini joyiga qo‘yish kabi mashqlar o‘tkazilsa, qo‘shiq tinglab bo‘lgach, qo‘shiqqa sarlavha qo‘yish, qo‘shiq matni ustida mini dialog tuzish, qo‘shiqchiga maktub yozish kabi mashqlarni o‘tkazish mumkin.

Xullas, o‘quvchilarda matn tuzish qobiliyatini shakllantirish yuzasidan amalga oshiriladigan ishlar ularni badiiy ijod sir-asrorlari bilan izchil tanishtirish, ijodiy matn yaratish layoqatini oshirish, nutq boyligini rivojlantirish uchun xizmat qiladi.

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THE ORIGINS OF GLOBALIZATION OF THE ENGLISH LANGUAGE IN THE MODERN WORLD

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Annotation: In this article highlights of the serve as suggestions for the study of the processes and features of intercultural communication.

Key words: universal, culture, intercultural communication, socio-cultural approach, history, status, foreign languages.

In this paper we will study the following problems as: the origins and causes of the spread of the English language; the reasons for the increasing role of the English language in the modern world; whether there is a relationship between the well-being of the population and their knowledge of English. This issue can be solved only in two dimensions: historical-geographical and socio-cultural.

First of all, taking into account the historical and geographical facts, it happened due to the active life position of the English seafarers. Their first expeditions were sent to such countries as Asia, Australia, America, Africa, New Zealand, India, etc. Such expeditions had a specific purpose — colonization of peoples and territories, enrichment. With the rights to the native language of the local population, no one was considered.

So the English language spread to England in the fifth century and came there from Northern Europe, then it spread to the territory of the modern British Isles. In the XI century was the Norman conquest of England, and many members of the nobility were forced to migrate North to Scotland, for this reason, the English language began to spread in this country.

In XII century English began to spread in Ireland due to the numerous military campaigns of the Anglo-Norman knights. By the end of the XII century Ireland finally fell and fell under English domination. Since the end of XV and the end of XVI centuries began active conquest of America. Due to the natural process of assimilation of immigrant families who came to America from Europe, English has become much more widely used as a mother tongue. In other words, more than 90 % of the population speaks English in modern America.

At the same time, the spread of English in Canada. For the first time speech in English sounded at the end of the XV century. At the beginning of the XVI century, African slaves were brought to America to work on sugar plantations. America's population grew rapidly through the forced migration of black slaves. The children of these slaves also began to learn English, and therefore it became perceived as their mother tongue. Meanwhile, the prestige of the English language grew in the world. In the XVIII century, English sailors began to actively explore the southern hemisphere of our planet, for example, Australia and New Zealand.

Australia was inhabited by British prisoners, as the authorities of England sought to release the country's prisons. Colonization of New Zealand was not so fast, however, and here there was an inevitable spread of the English language among the local population due to a decent influx of immigrants from England. Our work is devoted to the analysis of political and cultural events of the British Empire. The study of the geopolitical situation in England indicates its powerful colonial policy. For example, I. Pitman in 1873 wrote that this Empire occupies about a third part, and its subjects make up a quarter of the entire population of the planet.

Analysis of colonial policy in England showed that the appetite and aggression of this country has no boundaries, and the spread of the English language occurred and occurred for historical and geographical reasons. W. Shakespeare allowed England to become famous for centuries, and forever go down in history, in terms of literature and drama. Some discoveries in the scientific field and technological progress were made by well-known English scientists. Skillful public policy and a strong economy provided access to knowledge and education, thus turning England into a leading cultural, military, industrial and economic country.

Over time, English language only strengthened, and at the beginning of the XX century English became the language of world politics and economy. The cultural heritage and



achievements of the technical revolution of England attracted more scientists, researchers, etc. Support of the government to maintain and expand the scope of the English language is not in vain, strengthening its position, raising it to prestigious and popular. The density and intensity of long-term contacts between representatives of different cultures have increased significantly and continue to increase. The globalization process has brought intercultural communication to a new level. Research in the field of intercultural communication is becoming increasingly important. The main goal is to acquire and improve the skills of intercultural communication between representatives of different cultures.

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THE WAYS OF TEACHING ENGLISH THROUGH GAMES

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Annotation: This article is devoted to the problems and the ways of teaching English through games. Besides problems connected with school practices.

Key words: didactic games, entertaining way, efficient, enjoyable, syllabus, curriculum

Language learning is a hard work. Effort is required at every moment and must be maintained over a long period of time. As we need meaningfulness in language learning, and authentic use of the language it is useful to follow and create many different techniques and procedures. That through creative procedure we can have an interactive environment which may lead to an improvement in learning a foreign language. Games and especially educational games are one of the techniques and procedures that the teacher may use in teaching a foreign language. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All agree that even if games resulted only in noise and entertained learners, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence and generate fluency.

To determine the relationship between learning a foreign language and educational games among the participants, it is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition.

Although primary school learners need colorful and funny games, foreign language teachers try to teach the language in a more theoretical way. This attitude of teachers results in unsuccessful and unwilling young learners who hate English lesson and never want to take foreign language courses. They get bored during the lessons because they cannot always pay their attention to what teacher tells. At one point, they lose their attention and as the pedagogical theorists urged that they do not attend the courses in which they feel themselves insufficient and bored. So the teachers should find interesting games to add their activities. When applying different and funny games in teaching a specific subject, teacher will realize that the subject can be comprehended much more easily and the lesson goes on without any obstacle as the learners never think about stopping the lesson and having a break. Thanks to games, the lesson which is very efficient and enjoyable can be treated.

In this case, we put forward the following questions during our research:

1. Do games encourage learners to solve unstructured problems, communicate, navigate, and evaluate and use language effectively?
2. What effect does games use have on learners' motivation?

One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture learners' attention; lower learners' stress; and give learners the chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

However, because of the limitations of the syllabus, games often cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop learners' English proficiency of the target language. Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide English as a foreign language (EFL) and English as a second language (ESL) learners



more than that. Among several strategies used to improve learners' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote learners' language proficiency. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

Moreover, teachers should consider learners' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. Games are effective because they provide motivation, lower learners' stress, and give them the opportunity for real communication. So by using games, our learners not only involve the lesson, but also they are motivated. By involving in the games, learners learn consciously and also unconsciously. They both learn and acquire the subject. By using Communicative Approach in our classrooms, we give opportunities to our learners to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. The Communicative Approach in language teaching starts from a theory of language as communication.

Finally using games when needed during the teaching process help to the learners to take a more active place in the class environment. They enjoy the lesson, they involve the lesson, therefore they both learn and acquire the subject more easily and permanently.

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О‘QUVCHILARNING MATN BILAN ISHLASH SAMARADORLIGINI OSHIRISH

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Navoiy viloyat Xatirchi tuman 4-umumta‘lim maktab
Ona tili va adabiyot fani o‘qituvchisi*

Annotatsiya: Ushbu maqolada ona tili darslarida matn ustida ishlashga oid topshiriqlar mazmuni yoritilgan. Shuningdek, o‘quvchilarda onatiliga bo‘lgan munosabatning barqarorlashuvi, ularning so‘zdan to‘g‘ri foydalanishlari va tilimkoniyatlarini anglashlari borasidafikr yuritilgan.

Kalit so‘zlar: matn, aloqador, mazmun, topshiriq, voqelik, mavzu, malaka, xususiyat, maqol, xulosa.

Keyingi yillarda ona tilimizning mavqeyini oshirish bilan bog‘liq islohotlarning amalga oshirilishi, xususan, 2019-yilning oktabr oyida «Davlat tili haqida»gi Qonun qabul qilangani o‘ttiz yilligining keng nishonlanishi, Vazirlar Mahkamasi tuzilmasida Davlat tilini rivojlantirish departamenti tashkil etilishi, davlat tili to‘g‘risidagi qonun hujjatlariga rioya etilishini ta‘minlash masalalari bo‘yicha maslahatchisi lavozimi joriy qilinishi, Prezidentimiz tomonidan 2020-yilning 10-aprel kuni «O‘zbek tili bayrami kunini belgilash to‘g‘risida»gi qonunning imzolanishi shu soha mutaxassislari zimmasiga jiddiy mas‘uliyat yuklaydi, shuningdek, ona tilimiz jozibasini tatbiq qilish borasida imkoniyatlar ko‘lamini yanada kengaytiradi.

Yosh avlod ong-utafakkurini milliy xususiyatlarimiz bilan sayqallash maqsadida ularda ona tilining nufuzi, salmog‘i, taraqqiyoti, barhayotligi borasida mas‘uliyat hissining shakllanishiga alohida e‘tibor qaratilishi lozim. Chunki bu jihat farzandlarimizning o‘zimiz xohlagandek kamol topishida muhim hisoblanadi.

Tilga munosabatning poydevori hisoblangan ona tili darslarida o‘quvchilarning grammatik mavzularni o‘zlashtirishlari asosida ona tiliga bo‘lgan munosabatni ham izchil ta‘minlab, mustahkamlab borish lozim. Bunda, albatta, ona tili darsliklaridagi matnlarga tayanish asoslidir. Shu o‘rinda 2019-yilda chop etilgan Muhammadjon Qodirov, Hamid Ne‘matov, Muhabbat Abduraimova, Ra‘no Sayfullayeva, Baxtiyor Mengliyevlar muallifligidagi 8-sinf ona tili darsligining o‘ziga xos jihatlaridan biri o‘quvchilarning matn bilan ishlashlariga salmoqli o‘rin berilgani va bu ancha muvaffaqiyatli bo‘lganini qayd etish joizdir.

Muayyan mavzu o‘rganilar ekan, tanlangan badiiy matn ustida ishlash jarayonida o‘quvchilarda bilim shakllanishi bilan birga voqelikni anglash, taqqoslash, mazmunini hayotga bog‘lash, undan xulosa chiqarish kabi ko‘nikmalar ham hosil qilinadi. Yuqorida tilga olingan 8-sinf ona tili darsligining «Egali va egasiz gap» mavzusi uchun tanlangan 86-topshiriqdagi «Uch buyuk tabib» («Ibratli hikoyatlar» kitobidan olingan) matniga e‘tibor qaratsak:

UCH BUYUK TABIB

Bir tabib qattiq kasal bo‘lib yotib qoldi. Uning shogirdlari yig‘ilib ustodlarini davolashga kirishdilar. Kasal ustod ularga:

– Sevimli shogirdlarim, meni davolash uchun behuda zahmat chekmang, tuzalishdan umid uzganman, o‘limim yaqin qolganga o‘xshaydi. Vafot topganimdan keyin juda qayg‘urib oh-voh qilmang, chunki o‘rnimga uchta buyuk tabib qoldirib ketaman. Shu zo‘r uch tabibning maslahatlariga hammangiz e‘tibor bering va boshqalarni ham shunga da‘vat qiling, – dedi.

Shogirdlardan biri:

– Bizlarning aziz ustodimiz, sizdan keyin o‘rningizda qoladigan uchta tabib kimlar? – deb so‘radi. Ustod ko‘zlarini ochdi, yonidagi shogirdlariga shunday javob berdi:

– Sizlarga so‘zlaganim uchta zo‘r tabibning birinchisi – poklik, ikkinchisi parhez, uchinchisi badantarbiyadir. Doimo pok, ozoda bo‘lishlik, tiqishtirib, apil-tapil yemasdan o‘z miqdorida ovqatlanish, ichkilikdan tiyilish, badan a‘zolarini harakatsiz qoldirmasdan badantarbiya bilan shug‘ullanish – mana bularning hammasi salomatlikni saqlovchi eng yaxshi choralardir.



Ushbu matn uchun «Matn mazmuniga muvofiq boʻlgan fikrlarni toping» degan topshiriq berilgan (87-topshiriq) va quyidagi jumlar keltirilgan.

1. Doim foyda haqida oʻylash kerak emas.
2. Sogʻ boʻlay desang, parhez qil!
3. Oʻzingni oʻyla, oʻzing haqingda qaygʻur!
4. Salomatlik kalitini top!

Ushbu jumladan eng mosi sifatida oʻquvchilarning 4-jumlani tanlashlari ijobiy baholanadi.

Bir darsda mavzuni yoritish uchun birgina matndan foydalanish yaxshiroq samara beradi, fikrimizcha. Chunki yuqorida aytganimizdek oʻquvchilarning matndagi voqelikni anglash, taqqoslash, mazmunini hayotga bogʻlash, undan xulosa chiqarishlarida diqqatlari bir manbaga qaratiladi. Shu matn asosida mavzu turli tomondan yetkaziladi.

Topshiriqlar ketma-ketligini quyidagicha belgilab boramiz:

1-topshiriq sifatida oʻquvchilarga matndagi sodda gaplar ichidan (qoʻshma gaplar tarkibidagi sodda gaplar ham nazarda tutiladi) ega ishtirok etgan gaplarni va ega ishtirok etmagan gaplarni aniqlashni topshirish mumkin.

Oʻquvchilarning javoblar quyidagicha boʻladi:

Ega ishtirok etgan gaplar:

Bir tabib qattiq kasal boʻlib yotib qoldi. Uning shogirdlari yigʻilib ustodlarini davolashga kirishdilar. Kasal ustod ularga dedi. Oʻlimim yaqin qolganga oʻxshaydi. Shu zoʻr uch tabibning maslahatlariga hammangiz eʼtibor bering. Boshqalarni ham shunga daʼvat qiling. Shogirdlardan biri:

– Bizlarning aziz ustodimiz, sizdan keyin oʻrningizda qoladigan uchta tabib kimlar? – deb soʻradi. Ustod koʻzlarini ochdi.

– Sizlarga soʻzlaganim uchta zoʻr tabibning birinchisi – poklik, ikkinchisi parhez, uchinchisi badantarbiyadir. Doimo pok, ozoda boʻlishlik, tiqishtirib, apil-tapil yemasdan oʻz miqdorida ovqatlanish, ichkilikdan tiyilish, badan aʼzolarini harakatsiz qoldirmasdan badantarbiya bilan shugʻullanish – mana bularning hammasi salomatlikni saqlovchi eng yaxshi choralardir.

Ega ishtirok etmagan gaplar:

Sevimli shogirdlarim, meni davolash uchun behuda zahmat chekmang. Tuzalishdan umid uzganman. Vafot topganimdan keyin juda qaygʻurib oh-voh qilmang. Chunki oʻrnimga uchta buyuk tabib qoldirib ketaman. Yonidagi shogirdlariga shunday javob berdi.

Shu asosda mavzu mohiyati oʻquvchilarga tushuntirilib, egasiz gaplarning turlari, ularning oʻziga xos jihatlari tanishtiriladi.

2-topshiriqda matndagi egasiz gaplarning egasini tiklash mashqi orqali oʻquvchilar egali va egasiz gaplarni farqlaydilar. Shaxsi (egasi) maʼlum gaplar haqida tushunchaga ega boʻladilar. Masalan,

Sevimli shogirdlarim, meni davolash uchun behuda zahmat chekmang (egasiz gap).

Sevimli shogirdlarim, siz meni davolash uchun behuda zahmat chekmang (egali gap).

3-topshiriqda matndan gapning umumiy mazmuni barcha shaxslarga aloqador boʻlgan shaxsi (egasi) umumlashgan gaplarni aniqlash talab etiladi. Matnda boʻlmaganligidan bunday gaplarni oʻquvchilar oʻzlari topadilar. Matn mazmuniga mos keluvchi maqol va matallar, hikmatli soʻzlar, odat tusiga kirgan rasm-rusumlarni bayon etuvchi gaplarni yodga olib aytadilar, chunki ularda ega, asosan, umumlashgan boʻladi. Namuna:

Sihat tilasang, koʻp yema,

Izzat tilasang, koʻp dema.

Achchiqni tatib koʻrmaguncha

Shirinning qadriga yetmaysan.

Yeyish uchun yashama,

Yashash uchun ye.

4-topshiriqda esa matndagi ixtiyoriy 3 ta gap kesimi feʼl bilan ifodalaniib, ish-harakatni bajarishga imkoniyat, zaruriyat, shart, tilak, istak kabi maʼnolarni ifodalab keladigan shaxsi (egasi) nomaʼlum gaplarga aylantiriladi. Maʼlumki, bunday gaplar kesimining eng muhim belgisi uning tarkibida egalik qoʻshimchasining yoʻqligidir. Bu gaplar shaxssiz emas, harakatni mantiqan kimdir bajaradi, lekin uni gapda ifodalab boʻlmaydi. Namuna:

1. Sevimli shogirdlarim, meni davolash uchun behuda zahmat chekmang (shaxsi maʼlum



gap). Sevimli shogirdlarim, meni davolash uchun behuda zahmat chekish kerak emas (shaxsi (egasi) noma'lum).

2. Tuzalishdan umid uzganman (shaxsi ma'lum gap). Tuzalishdan umid uzish zarur (shaxsi noma'lum gap).

3. Vafot topganimdan keyin juda qayg'urib oh-voh qilmang (shaxsi ma'lum gap). Vafot topganimdan keyin juda qayg'urib oh-voh qilish kerak emas (shaxsi noma'lum gap).

5-topshiriq guruhlararo bajariladi. Bunda quyidagi tezkor savollardan foydalanib, o'quvchilarning sergakliklari va mantiqiy fikrlash malakalari oshiriladi:

1. Matndagi 3x5 holatni izohlang.

Javob: Matnda uch tabib tushunchasi 5 marta qo'llangan.

2. Matndagi ijobiy bo'yoqqa ega so'zlarni aniqlab, ularga ma'nodoshlar toping.

Javob: sevimli (qadrli, qimmatli), buyuk (ulkan, ulug'), zo'r (kuchli, baquvvat), aziz (muqaddas, muhtaram), poklik (soflik, pokizalik), ozoda (toza, musaffo) yaxshi (durust, tuzuk).

3. Unlari cho'ziqroq talaffuz qilishga xizmat qiluvchi belgisi so'zlar ishtirok etgan gaplarda qaysi kasb yoki sohaga bog'liq atama mavjudligini aniqlang.

Javob: Shu zo'r uch tabibning (shifokorlik kasbi) maslahatlariga hammangiz e'tibor bering va boshqalarni ham shunga da'vat qiling. Doimo pok, ozoda bo'lishlik, tiqishtirib, apiltapil yemasdan o'z miqdorida ovqatlanish, ichkilikdan tiyilish, badan a'zolarini harakatsiz qoldirmasdan badantarbiya (sport sohasi) bilan shug'ullanish - mana bularning hammasi salomatlikni saqlovchi eng yaxshi choralardir.

Bunday topshiriqlar darsning ta'limiy maqsadini ro'yobga chiqarish bilan birga o'quvchilarda fikrni o'z ona tillarida teran, erkin ifodalay olish, tildagi so'zlardan o'rinli va samarali foydalana olish, shuningdek, matn mazmunini xulosalay olish layoqatlarini shakllantirishga ham xizmat qiladi.

Shuningdek, muayyan yoshdagi o'quvchilarni xalqaro tadqiqotlar jarayoniga tayyorlashda ham matnlar bilan bog'liq bunday topshiriqlar yaxshi samara beradi.

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IN ENGLISH LESSONS, IN DEBATES AND COMMUNICATION, THERE
ISA LESSON ABOUT DENTAL METHODS AND TECHNIQUES OF THEIR
APPLICATION

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Annotation: In this article, we will discuss the formation of speech skills and abilities and ways to overcome the difficulties that students face when learning the skill of speaking in English classes. Also, we consider ways to develop speaking skills for students of philological direction through the method of “Discussion”.

Keywords: study of English, communication, language knowledge, discussion

Today, due to the development of information technologies and science in Uzbekistan, much attention is paid to the study of foreign languages. In the sphere of foreign language teaching reform, the first President of the Republic of Uzbekistan adopted resolution PC-1875 of December 10, 2012 “on measures to further improve the system of foreign language learning”, which demonstrates the importance of foreign

language learning in our country. The study of English as a language for international negotiations and cooperation and a means for free use of the achievements of civilization is particularly highlighted. As a result of the large-scale reforms carried out at all stages of English language teaching, from pre-school to postgraduate education, the criteria for knowledge, training, and assessment were established taking into account national characteristics and the CEFR system was introduced. In this regard, we have made the

transition to new educational standards, created new textbooks and training programs that meet modern requirements. Thus, for higher education bachelor’s degree in Philology, taking into account national characteristics, the degree of preparation and knowledge of the English language must reach the level of B2+ in the first year. To achieve this mark, universities are working hard to improve methods and methods

of teaching English. As practice and personal experience of teaching shows, the existing problems in teaching speaking are one of the main reasons that make it difficult to communicate in English. In this regard, the study of the causes of difficulties and ways to overcome them in teaching the skill of speaking English is relevant.

As many researchers have noted, the speaking skill is one of the main components in teaching English, which is considered a productive type of speech activity, through which oral verbal communication is carried out [3]. The purpose of teaching speaking is to develop students’ communicative skills such as: understanding of a foreign language utterance in accordance with a specific communication situation, speech

task or communicative intention;-implementation of speech behaviors taking into account the understanding of national and cultural characteristics of the English language. To implement the above skills, classes in English should be aimed not only at mastering phonetics, grammar, vocabulary, stylistics and other aspects of the language, but also at forming language skills and developing speech skills. In this regard, E. V.

Passov notes that all exercises in foreign language lessons should be speech-based to some extent [6]. Therefore, classes should be based not only on the theory of language knowledge, but also should be modeled in the context of speech practice, contributing to the development and development of speech skills. But as practice shows, in teaching the skill of speaking, University teachers face some difficulties, since speaking is interpreted as a complex integrated skill. As penny Ur notes, there are four main types of difficulties in learning to speak English [1, p. 121]:

- Psychological discomfort. Students, as a rule, because of the fear of making mistakes and



criticism from the teacher, are shy to speak English, because speaking, unlike other speech skills, requires freedom and courage in front of the audience. "Nothing to say." Sometimes students have a problem-lack of thoughts, they

can not concentrate and Express themselves in English. ? Use of the native language. Students sometimes resort to using their native language, due to the lack of sufficient vocabulary and an unnatural environment in communication. - Unequal level of student participation. Some students speak well enough and prevail in the group, for some, it takes a long time to be heard and they say very little or nothing at all. Therefore, working in large groups makes it difficult to learn how to speak. In addition to the above difficulties in

learning to speak, there are also motivational problems: students do not understand the speech task, they are not involved in a collective discussion of the lesson topic, they are not interested in learning English, they do not maintain the required amount of communication time in English. The purpose of using the method of discussion in English lessons is to enable the use of language / speech knowledge and skills in practice, as well as the formation of the ability to think clearly, critically perceive information, highlight the main idea in it and find the means and arguments to confirm and justify it. Many methodologists note that the method of "discussion" is able to activate the speech-thinking activity of students, which contributes to the development of speaking skills and the ability to think in English.

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CONCEPTUAL BASES TECHNIQUES ON APPLIED DESIGN IN ENGLISH COURSES

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Abstract. The issue question of design technique application in the changed paradigm of educational standards is examined in the article.

Key words: activity approach, key competencies, communication skills, cognitive interest, creativity.

The main task of teaching English is to develop a pupil's personality that is able and willing to participate in inter-school communication in the language being studied, self-improving in the foreign language speech activity they master.

For this purpose, the project methodology, which is based on goal setting, is effective. The design methodology provides training in constructive communication in English, expanding the vocabulary and practical assimilation of grammatical structures of the language in the conditions of psychological comfort - a specially modeled situation of a business game. In a game situation, the image of your own "I", goal setting, motivation, self-organization, self-and mutual control skills are formed. Children, learning English, form skills of dialogue culture, develop all mental processes on the basis of familiarization with cultural, historical and universal values by means of speech communication.

Before starting work, you need to define the project structure and its implementation process, which consists of the following stages:

- analysis, formulation of the idea, project goals: formulation of the idea, specification of the problem, making assumptions about the solution of the problem, translating the problem into a series of tasks;

- implementation of the project: planning stages of the project, discussion of possible means of solving problems, putting forward hypotheses for solving the problem by "brainstorming"; discussion of methods for testing accepted hypotheses in small groups (each group has one hypothesis), registration of results;

- preparation of the final product: preparation of the final results (presentation, defense, creative reports, etc.);

- reflection: discussion of the project, conclusions, evaluation of the achieved result;

- identification of new problems.

The basic requirements for using the project method are: the presence of a significant task that requires integrated knowledge, search for its solution; the practical, the theoretical significance of the anticipated results; independent activities of pupils in the classroom or during extracurricular activities; structuring the content of the project; the use of research methods; definition of the problem; the deliverables; analysis of the received data; summing up, correction, conclusions.

In English lessons, it is necessary to organize the educational environment so that the child learns and assimilates what characterizes him as a person (the tasks offered in the lessons assume aspects of moral education); as a person of unlimited possibilities, created for good deeds and creation; as a seeker of public space for the development of his true nature; as a person interested in cultural values, aesthetics, and worldview. English lessons should be opposed to sources that provoke the child to antisocial manifestations (rudeness in relationships, infringement of his personality and dignity, authoritarianism, coercion, injustice).

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ENGLISH TEACHING METHODS ON CREATIVITY AND TECHNIQUES LESSON

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Annotation: Currently, one of the main problems of modern schools is the decline in pupils' interest in learning. The question arises, what form of training should be used so that the motivational potential is directed to more effective development of the educational program by pupils.

Key words: creative methods, innovation, educational game, English language.

First of all, teachers need to take into account age-related psychophysical characteristics, use a variety of forms of work, taking into account the fact that pupils' interest in tasks disappears after 10-15 minutes, so the teaching method in a comprehensive school provides for frequent changes of activities in the classroom. All material should be focused on various types of perception: voice acting, practical action, writing, and visual support.

One of the great methods of work is the technology of using collage in primary school lessons. The use of collage technology as a means of teaching dramatically expands the teacher's ability to choose materials and forms of educational activity. This technique allows to familiarize pupils with any thematic material and serves as the most effective form of learning.

In addition, this type of work has a great educational value, since it is aimed at forming social competence in younger pupils, that is, the ability to choosing a strategy for their work to develop a sense of responsibility for the final result.. The technique of collaging is designed in such a way that the work can be performed individually, groups, or even front.

The advantage of creating collages in the traditional form, the teacher can decorate the classroom with collages of pupils. The study and creative refraction of these texts is a productive teaching of grammar. Children at any age love to invent, and fantasize.

Writing fairy tales, essays, letters in English develops skills and abilities of all types of speech activity, because they bring up a person's kindness, friendliness, love for their native culture, and help them learn more about the traditions of other countries. Bright expositions of children's works and small oases of creativity and inspiration please the eye.

Learning poems with pupils and playing their roles in the classroom allows the teacher to solve two tasks at once: to work on the pronunciation of pupils and create an atmosphere of ease and relaxation in the classroom. Children are very interested in grammar games that allow them to develop their creative activity, create a natural situation for the use of new speech patterns that contain certain grammatical difficulties. This type of games includes important grammatical material, namely verbs: be, have, may, the construction of there is, the temporary verb forms of the group Indefinite, Continuous and others.

Dramatization for inspiration. Dramatization is a powerful pedagogical tool that promotes rest, evokes positive emotions, ease and pleasure. This technique allows you to develop the imagination of pupils, reveal their talents and inspire them with new ideas for further oral and written tasks. So, with the right selection of methods and techniques, you can plan and create effective conditions for the normal development and socialization of the child.

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TIL IJTIMOIY HODISA SIFATIDA

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Annotatsiya: maqolada tilning ijtimoiy hodisa sifatidagi o'rni, tilning o'rni va mavqei, tilning jamiyatdagi o'rni, o'zbek tili rivoji masalalariga e'tibor qaratilgan.

Kalit so'zlar: o'zbek tili, tilning o'rni, til va jamiyat, shakl va hodisa

Tabiat va jamiyat mahsuli bo'lgan inson, ayni paytda, ularning oliy namunasi ham sanalib, olamni narsa va predmet shaklida, voqea va hodisa tarzida miyasida aks ettiradi, idrok qiladi, fikrlaydi. Bu jarayonda muhim vosita hisoblangan tilning ahamiyati goyatda muhimdir. Shuning uchun ham til va tafakkurni bir-biridan alohida tarzda tasavvur qilib bo'lmaydi. «Til bilan tafakkur bir-birini taqozo etadigan ajralmas hodisadir. Tilsiz tafakkur bo'lmaganidek, til ham tafakkursiz bo'lmaydi».

Til – bu quroldir. Bu haqda A.Navoiy o'zining «Mahbub ul qulub» asarida ushbu purma'no fikrlarni aytgan: «Til shuncha sharafi bilan nutqning qurolidir. Agar nutq noma'qul bo'lib chiqsa tilning ofatidir». Bu qurolning vazifalari esa juda ko'p. Nutqni yaratish va unga sayqal berish, uning bor go'zalligi namoyon eta olish vakillarining ya'ni, shu qurolni ishlatishga ehtiyoji bor bo'lgan barcha kishilarning ishi.

Til- ma'lum kishilar jamoasi a'zolarining mulokoti uchun muxim va asosiy vosita hisoblangan o'ziga xos belgilar sistemalaridan biri bo'lib, jamiyatda tafakkurning rivojlanishi uchun, madaniy tarixiy an'analarni avloddan-avlodga yetkazish uchun xizmat qiladi.

Material maqomida turgan til muomala vositasiga, nutqiy jarayon quroliga aylanishi bilan uning imkoniyat doirasi ham kengayib boradi. Bu holni uchinchi bosqich deb atash mumkin. Bosqichlar soni ortib boravergani sari tilning ijtimoiylik mohiyati ham ochilib boraveradi. Inson nutqiy faoliyatida kommunikativ vazifani bajarayotgan til ko'magida suhbatdosh yoki tinglovchiga ma'lum axborot ham yetkaziladi. Demak, tilga bo'lgan munosabatda to'rtinchi bosqich yuzaga keladi.

Ma'lum bo'ladiki, til nutqning o'ta muhim unsuri sifatida aloqa, xabar, ta'sir etishdek, shu bilan birga, imkoniyatlari nihoyatda kengayib borishi natijasi o'laroq kishilik jamiyati to'plagan tajriba va bilimlarni kelajak avlodlarga yetkazishdek ulug'vor ijtimoiy vazifani bajaradi. O'z shakllanishi va rivojlanib borishi davomida uzoq tarixiy yo'lni bosib o'tadigan til asta-sekinlik bilan bo'lsa-da, takomillashib ham boradi. Bu holni uning ichki qurilishida, amalda bo'lish qoidalarining ma'lum bir tizimga kela borishida kuzatamiz. «Ichki qurilish nuqtai nazardan til ma'lum miqdordagi bir-biri bilan chambarchas bog'liq bo'lgan til birliklarining yig'indisi va ana shu birliklardan foydalanish qoidalaridan tashkil topgan murakkab sistemadir»

Tilning takomillashib borishi va nutq jarayonidagi bosqichlarini taniqli tilshunos olimlar H.Ne'matov va R.Rasulovlar sistem tilshunoslik «til-me'yor-nutq» tarzida ajratishini ta'kidlashib, qayd qiladilarki, «til bevosita kuzatishda berilmagan. U jamiyat a'zolarining ongida mavjud bo'lib, ularning barchasi uchun tayyor, umumiy, majburiy bo'lgan, fikrni shakllantirish va uni ifodalashga xizmat qiladigan birliklar va ularning o'zaro munosabatlari haqidagi tasavvurlar yig'indisi sifatida qaraladi. Nutq tilning namoyon bo'lishi, ro'yobga chiqish, voqelanish shakli bo'lib, u bevosita kuzatishda berilgan, moddiy (tabiiy, fizik) shaklga egadir. Tilning yozma va og'zaki me'yorlarini belgilash muammolarini hal qilish har bir milliy til madaniyatini rivojlantirishning uzviy qismi sifatida qaraladi. Shuning uchun ham me'yor masalalarining nutq madaniyati doirasida o'rganilishi bejiz emas, albatta. «... nutq madaniyati problemasining o'rganilishi ... ikki aspektga ega deyish mumkin: birinchisi, o'zbek adabiy tili normalarini, imkoniyat doiralarini yanada silliqlash, stabillash bilan bog'liq bo'lgan nutq madaniyati problemlari; ikkinchisi esa o'zbek adabiy tilidan bu tilda gapiruvchi jamiyat a'zolarining (hatto konkret shaxslarning) tog'ri, izchil hamda namunali foydalana olishlari uchun yordamlashishi bilan aloqador bo'lgan nutq madaniyati problemlari»¹[5].

¹ [5] Byegmatov E. Nutq madaniyati problemasining paydo bo'lishi va asoslanishi // «Nutq madaniyatiga oid masalalar» to'plami. – Toshkent: Fan,1973, 168-bet.



Ma'lum bo'ladiki, nutq madaniyati, agar masalaga til nuqtai nazardan qaraladigan bo'lsa, bu, eng avvalo, nutqning tog'riligi demakdir. Ikkinchidan esa, u uslubiy jihatdan silliq bo'lishi kerak, ya'ni unda noaniqlikka, ikkima'nolilikka, uzundan-uzoqlikka yo'l qo'yilmasligi, qisqalik, soddalik va aniqlik bu nutqning asosiy o'lchovi bo'lishi lozim. Keng maonoda esa nutq madaniyati nutqiy ta'sirchanlikni, ijodiy yorqinlikni, o'tkirlilik va obrazlilikni ifoda etadi.

Shu sohaning yirik bilimdoni prof. E.Begmatovning qayd etishicha, maonaviyatimiz tarixida «nutq odobi» deb yuritib kelingan qoidalar uning koohna tarixga ega ekanligidan dalolat beradi. XX asrning 20-30-yillarida boshlangan «... «til qurilishi» nomi bilan atalgan ulkan lingvistik va sosial madaniy tadbirlar o'z ichiga o'sha davr tillari rivoji uchun eng zaruriy, hayotiy masalalarni qamragan edi. Chunonchi, yangi adabiy til uchun dialektal bazani belgilash, yozuvsiz tillar uchun alfavit yaratish, baozi noqulay alifbolarni boshqa ilgariroq hisoblangan alfavit bilan almashtirish, adabiy tilning imlo prinsiplarini ishlash, orfografiyadagi kamchiliklarni tugatish, adabiy tilning morfologik va leksik normasidagi ikkilanish va barqarorlikni ilmiy asosda bartaraf etish, hali deyarli qo'l urilmagan juda ko'p xalqlarning adabiy tillarini o'rganish va ularning grammatikasini yaratish, millatlarning o'z ona tillarida o'quv-o'qituv ishlarini olib borishlariga imkoniyat yaratish, milliy adabiy tillarning o'z ilmiy terminologiyasini yaratish, milliy tillardagi tarixiy-madaniy yodgorliklarni o'rganish, ularning yangi yozuv grafikalarini tuzish va boshqalar.

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ROLE-PLAYING AS A TEACHING STRATEGY

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Annotation: In this article the significance of roleplaying as an effective teaching strategy and hands-on way of practicing the language is discussed.

Key words: roleplaying, recipient, communication skills, involvement, personality.

Role-playing is a teaching strategy that fits within the social family of models. These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that “integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content”. Fogg tells of a college professor who felt that his history classes were boring and not involving the students. After trying out a role-playing type game one semester, he observed that students were much more interested in the material.

Secondly, there is increased involvement on the part of the students in a roleplaying lesson. Students are not passive recipients of the instructor’s knowledge. Rather, they take an active part. Poorman (2002) observes that “true learning cannot take place when students are passive observers of the teaching process” (p. 32). One student at Barnard College who was enrolled in a role-playing history class said, “This class tricks you into doing so much work” (Fogg, 2001). The result of the involvement is increased learning (Fogg, 2001).

A third advantage to using role-playing as a teaching strategy is that it teaches empathy and understanding of different perspectives (Poorman, 2002). A typical roleplaying activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting. Poorman (2002) found “a significant increase among students in feeling another’s distress as their own” (pg. 34). Role-playing has also been seen to be effective in reducing racial prejudice (McGregor, 1993). Students who role-play the part of enslaved African Americans in a class on pre-Civil War history, for example, develop greater empathy and come away with a better idea of the experience than they would in a typical lecture setting .

In role-playing the student is representing and experiencing a character known in everyday life . The use of role-playing emphasizes personal concerns, problems, behavior, and active participation. It improves interpersonal skills, improves communication skills, and enhances communication. The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character. According to Jones, students “must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.” One possible use of role-playing might be to introduce a topic, using the students’ background knowledge (schema) to introduce and interest them in a new unit of study. But probably more often, role-playing is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role.

Skilled teachers have generally used skits, plays, newscasts, and other forms of drama to motivate students when new information is introduced. Role playing activities can be divided into four stages:

1. Preparation and explanation of the activity by the teacher
2. Student preparation of the activity
3. The role-playing
4. The discussion or debriefing after the role-play activity

In role-playing the student is representing and experiencing a character known in everyday life . The use of role-playing emphasizes personal concerns, problems, behavior, and active participation. It improves interpersonal skills, improves communication skills, and enhances communication. The role-playing approach can be used in a variety of settings, including the



classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character. According to Jones, students “must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.” One possible use of role-playing might be to introduce a topic, using the students’ background knowledge (schema) to introduce and interest them in a new unit of study. But probably more often, role-playing is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role.

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USING PROJECT WORK IN TEACHING ENGLISH LANGUAGE

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Annotation: In the given article the increasing role of tourism, due to its development in the recent years, in learning foreign languages, particularly the English language is discussed.

Key words: multiskill activities, project work, creative projects, learner-centred, cross-curricular method.

English is of great importance. Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication, different types of this method allow us to use it in all the spheres of the educational process. It involves multiskill activities which focus on a theme of interest rather than of specific language tasks and helps the students to develop their imagination and creativity. Nevertheless, teachers are not keen on the idea of providing project work into their lessons because of the disadvantages this method has. The main idea of project work is considered to be based on teaching students through research activities and stimulating their personal interest.

I believe that in history many enlightened teachers used project work even though they did not call it that way. Legutke and Thomas introduce project work as an American methodology beginning with the pedagogical personalities of John

Dewey and William Heard Kilpatrick. I share the view of Michael Knoll from University of Bayeruth, who found the origins of project work on the European continent. Tom Hutchinson (1992), a great promoter of project work, emphasizes four aspects of learning in projects: Hard work - Each project is a result of a lot of hard work. The authors of the projects have found information about their topic, and put all the parts together to form a coherent presentation. Project work is not a soft option.

Creative Projects are creative in to aspects: content and language. The teacher shall see each project as a "unique piece of communication". Personal The aspect of creativity makes the project very personal. The teacher should not forget that his students invested a lot of themselves into their work. Adaptable Project work can be used with all ages at every level of language. The choice of activities is not limited and each topic can be adapted for the specific purposes of a particular group of learners. Good idea does not make a good project. The learning process takes place only when the learners get involved with the topic, carry out experiments, various activities and discussions and reflect their work at the end. Project learning is investigative in its nature. It is learner-centred. Students can choose the topic and also discover their strengths and talents for specific tasks. There is a balance between the process and product. Students are motivated to create a product which has its own value. Project work is cross-curricular method. It combines traditional subjects together depending on the specific project task. Students work as democratic partners in their groups, the teacher being rather their guide than a source of all answers. Jeremy Harmer distinguishes six general roles of a teacher: controller, assessor, organiser, prompter, participant and teacher as a resource. The teacher has to change his roles due to many factors that arise in the class. I will look at the roles from the point of usefulness for project work. Teacher as an assessor should use especially "gentle correction" during projects. He corrects mistakes that occur in students' performance but does not insist on an immediate repetition of a correct version in order not to destroy the atmosphere of the creative work. Even more important than gentle correction is providing the students with feedback, i.e. how well they performed the task. During the project work students organize a lot of their own learning. However, it is still the teacher who should provide good organization of the project and be sure that students know what to do.

Otherwise a lot of time and energy is wasted. It may happen, especially during longterm projects that students will get stuck at a certain point not knowing what to do next. In such case, the teacher acts as a prompter who makes suggestions how to proceed. Project work allows the teacher to be a participant as well. He can participate in various sub-tasks, e.g. role-plays or other communicative tasks, but he is also a natural participant of the whole project. The final role which comes into question during project work is "the teacher as a walking resource centre". When an intensive group work takes place, he can walk around and provide linguistic or other



kind of help. Most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language." Project work is personal. The students are writing about themselves, their relatives, friends, experience and wishes. Project work is an active process. The students are learning by doing. Project work enables the students to experience success. All students can contribute to a production of a valuable product. A foreign language can often seem remote and unreal thing. If learners are going to become real language users, they must learn that English is not only used for talking about things British and American, but can be used to talk about their own world." How many times did we ask ourselves as students: What do I learn this for? When will I use these words? "Often, there is a gap between the language the students are taught and the language they in fact require. It is this gap that project work can help to bridge Often one part of a project is realized outside the classroom.

This may include interviews with native speakers or tourists, visits to various institutions where English is spoken, etc. Teachers usually tend to consider this phase the highlight event where the "learning in the here and now" takes place Every teacher wants to minimize possible problems and sources of stress in his work. It is obvious that if a certain approach brings him more wrinkles than smiles, sooner or later he will drop it in favour of some other approach which seems to be not so demanding. Every teacher wants to minimize possible problems and sources of stress in his work. It is obvious that if a certain approach brings him more wrinkles than smiles, sooner or later he will drop it in favour of some other approach which seems to be not so demanding. Encounter projects Text projects Class correspondence projects Information and research projects Information and research projects.

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О‘QUVCHILAR YOZMA NUTQINI О‘STIRISHDA DIKTANT TURLARIDAN FOYDALANISH USULLARI

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Annotatsiya: maqolada o‘zbek tili darslarida o‘quvchilar nazariy bilimlarini mustahkamlash xarakteridagi ta‘limiy diktantlarning ahamiyati va o‘tkazilish usullari haqida fikr yuritilgan.

Kalit so‘zlar: ta‘limiy diktant, rasm diktanti, topishmoq diktant, fonetika, so‘z yasalishi, grammatika, orfografiya, savodxonlik.

O‘zbek tili darslarida o‘quvchilar yozma nutqini o‘stirish orqali ularda nutqiy kompetensiya elementlari shakllantiriladi. Ayniqsa nazariy bilimlarni mustahkamlash xarakteridagi ta‘limiy diktantlarni o‘tkazish o‘quvchilarda fonetik, so‘z yasalishiga oid, grammatik va orfografik tushunchalarni shakllantirishda muhim vositadir. Bunday diktantlar oldiga qator vazifalar qo‘yiladi: o‘rganilgan mavzularni mustahkamlash, olingan bilim darajasini aniqlash, nazariy bilimni amalda tatbiq etishni ta‘minlash, o‘quvchilarning mantiqiy fikrlash darajasini o‘stirish, sinfda o‘quvchilar faolligini oshirish, muayyan darajada imloviy malakalarni shakllantirish.

Nazariy bilimlarni mustahkamlash xarakteridagi ta‘limiy diktantlar o‘tkazilgunga qadar o‘qituvchi darslikdagi va qo‘shimcha mashqlar - fonetik, grammatik, orfografik tahlil, ko‘chirib yozuv, ta‘limiy o‘yinlarni o‘tkazib, o‘quvchilarda muayyan darajada ko‘nikmalarni hosil qilib ulgurishi lozim. SHuni esdan chiqarmaslik lozimki, bu diktantlar mustaqil gapli va matnli diktant shaklida o‘tkaziladi.

Ta‘limiy diktantning rasm diktant turi o‘quvchilarda ko‘rgan narsalarining nomini to‘g‘ri yozish malakalarini shakllantiradi. Rasm diktanti, asosan, 2-sinfidagi imloviy mavzularni mustahkamlash uchun o‘tkaziladi. O‘quvchi rasm nomini yozishda qiynalishi mumkin. Shuning uchun diktant uchun rasm tanlash yoki narsalar rasmini chizishda quyidagilarga diqqat qilish lozim:

- rasm aniq narsani ifodalashi;
- ko‘rsatiladigan rasmda faqat bir narsaning tasviri bo‘lishi;
- rasm hajm jihatidan butun sinfga ko‘rinishi;
- rasm rangli bo‘lishi kerak.

O‘zbek tili darslarida Rasm diktantni uch variantda o‘tkazish mumkin. Jumladan:

1-variant. Rasmlar doskaga terib qo‘yiladi, o‘quvchilar ularda tasvirlangan narsa nomini shoshmay yozadilar.

2-variant. Rasmni o‘qituvchi birma-bir ko‘rsatib turadi va o‘quvchilar tezlik bilan yozishadi.

3-variant. Parda orqasiga berkitilgan rasmlar muayyan muddatga ochilib, keyin berkitiladi va o‘quvchilar yodida qolgan rasmlarni yozadilar.

Ta‘limiy diktantning topishmoqli diktant turi muayyan darajada imloviy ko‘nikmani hosil qilish uchun o‘tkazilsada, asosan, o‘yin xarakterida bo‘lgani uchun darsning qiziqarli bo‘lishini ta‘minlaydi, o‘quvchilarning faolligini oshiradi. Muayyan imloviy mavzular o‘tkazilgach, o‘qituvchi 5, 6 ta topishmoqni tayyorlab, ushbu diktantni o‘tkazadi. Bunda asosan, topishmoqning javobi imlosi qiyinroq so‘z orqali ifodalanishiga ahamiyat beriladi. Topishmoqli diktantni o‘tkazish tartibi quyidagicha: diktant nomi aytiladi, yozish qoidasi ta‘kidlanadi. Topishmoqlar navbati bilan har biri 2-3 marta takrorlab aytiladi, o‘quvchilar javoblarini o‘zlari mustaqil ravishda topganlaricha yozib boradilar. O‘qituvchi javoblarni tekshirib, to‘g‘ri variantlarni tasdiqlaydi, noto‘g‘ri yozganlar xatolarini to‘g‘rilaydilar. Masalan, 2-sinfda **a** va **o** unli harflarining yozilishi bo‘yicha quyidagi topishmoqlar asosida diktant o‘tkazilishi mumkin:

- Bittasin yerga sochdim,
- Bir hovuch terib oldim. (bug‘doy)
- O‘zi bukir,
- Tishi o‘tkir. (o‘roq)
- Qizdirsang, ishlar,



Kiyim tekislar (dazmol)
Boshi bor -u, sochi yo‘q,
Tez suzishda tengi yo‘q. (baliq)
Yum - yumaloq oy emas,
Qizil, sariq moy emas. (sholg‘om)
Eshitmaydi qulog‘i,
Issiq, qaynar bulog‘i. (qozon)
Boshi taroq,
Dumi o‘roq. (xo‘roz)

Testli diktant ham nazariy bilimni, ayniqsa, grammatik tushunchani mustahkamlashda yaxshi yordam beradi. Chunki bu diktantni yozishda o‘quvchi ham gap, so‘zlarni to‘g‘ri yozishga harakat qiladi, ham test savoliga to‘g‘ri javobini qisqa vaqt davomida tezlik bilan topishga harakat qiladi. Testli diktant o‘tkazish tartibi quyidagicha: diktant nomi aytilib, yozilish qoidalari uqtiriladi (test savollari va javoblarini yozib, to‘g‘ri javoblarning tagiga chizish). Diktant-test savollari va javoblari avval o‘qib beriladi, so‘ng muayyan sur‘atda aytib turib yozdiriladi, o‘quvchilar esa yozish davomida to‘g‘ri javoblarni belgilab boradilar. Diktant qayta takror o‘qiladi, o‘quvchilar xatolarini to‘g‘rilab oladilar. Test javoblari aytiladi va o‘quvchilar javoblarni belgilashda qilgan xatolarini to‘g‘rilaydilar.

Xulosa qilib aytganda, dars mashg‘ulotlarida ta’limiy diktant turlaridan foydalanish o‘quvchilar yozma nutqini o‘stirishga xizmat qiladi.

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TEACHING AND DEVELOPING LISTENING ACTIVITIES AT SECONDARY SCHOOLS

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Annotation: This article is devoted to the problems of listening activities at secondary schools and the ways of improving listening comprehension.

Key words: listening comprehension, pre-listening, while-listening, post-listening, meta-cognitive awareness

Listening is a highly-complex solving activities in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. When pupils are made aware of the factors that affect listening, the levels of listening, and the components of the listening process, they are more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners. Listening activities are usually subcategorized as pre-listening, while-listening, and post –listening activities.

A. Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got. Pre-listening activities usually have two primary goals: (a) to help to activate students' prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task. The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity.

B. While-listening Activities

Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text. While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language. An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information. Listening comprehension should begin with what students already know so that they can build on their existing knowledge and skills with activities designed on the same principle. A variation on the —filling in the missing word listening activity could be to use the same listening materials, but to set a pair work activity where student A and student B have the same worksheet where some information items are missing (Karakas).

C. Post-listening Activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels. Different comprehension questions can be assigned for students to discuss after listening, students then swap information to complete the — whole class chart, correlating what each student has heard to arrive at the big picture. The students



will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away.

As we know, there are four skills on learning English such as listening, speaking, writing and reading. It demands to learn these skills carefully and with a pleasure. As my theme is on how to improve listening comprehension skills, teaching the learners with new methods and some factors dealing with listening. I have faced up with several problematic situations and tried hard to overcome on them. There is a common problem among non-native listeners is listening. Assisting learners in the development of listening comprehension is a challenge. It is a challenge that demands both the teacher's and the learner's attention because of the critical role that listening plays, not only in communication, but also in the acquisition of language. Knowledge of the listening process and factors that affect listening enable teachers to select or create listening texts and activities that meet the needs of their adult learners. Teachers, then, must weave listening activities into the curriculum to create a balance that mirrors the real-world integration of listening with speaking, reading, and writing. The students in this study have shown a great deal of explicit knowledge about factors that influenced their listening comprehension. However, there was a clear difference among learners with different listening abilities. A comparison of two groups of learners showed the high listening ability learners reported many times as many factors than the low ability listeners. This high degree of meta-cognitive awareness could have partly contributed to the development of the listening competence of the group of more successful listeners since many researchers in the field of educational psychology have shown the effects on learning Success. Learners who are meta-cognitively aware are better able to control and manage their learning in terms of understanding and storing new information as well as finding the best ways to practice and reinforce what they have learnt. Nevertheless, based on the strength of research findings in the field of educational psychology, it would not be presumptuous to propose that activities for increasing language learners' meta-cognitive knowledge about learning to listen should form an integral part of any listening curriculum. Language learners who know about how their listening is influenced by internal and external factors will be better placed to take the necessary measures to enhance and assist their comprehension.

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ИСПОЛЬЗОВАНИЕ ФОЛЬКЛОР В РАЗВИТИИ РЕЧИ УЧЕНИКОВ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация. В статье раскрывается опыт работы с детьми начальных классов по использованию малых фольклорных жанров с целью обогащения и выразительности речи. В системе школьного образования развитие речи, обучение русскому языку занимает ведущее место. Сила русского языка заключена в самой его природе: в его свойстве быть средством связи между человеком и окружающим миром.

Ключевые слова: фольклор, мини-музей, традиции, мировая культура.

В настоящее время в жизни общества происходят глубочайшие изменения. Утраченные со временем народные традиции, любовь к Родине, уважение к обычаям русского народа, народному искусству, потеря народных корней, привела наше общество к черствости у подрастающего поколения. Поэтому стало необходимым создание новой модели взаимодействия ребенка с окружающим миром. Все чаще и чаще мы возвращаемся к лучшим традициям нашего народа, которые связывают жизни нескольких поколений, объединяют прошлое, настоящее и будущее. Поэтому поликультурное воспитание стало опять занимать центральное направление в работе с учениками начальных классов.

Одним из средств развития речи детей в начале обучения русскому языку является устное народное творчество, так как именно через него ребенок не только овладевает русским языком, но и, осваивая его красоту, лаконичность, приобщается к культуре русского народа, получает первые представления о ней. Устное народное творчество концентрирует в себе весь опыт человечества, несёт в себе все формы общественного сознания, включает в себя огромное количество информации, устанавливает преемственность между прошлым и современностью.

В процессе освоения устного народного творчества были использованы разнообразные формы работы с детьми: непосредственно-образовательная деятельность, на основе интеграции всех образовательных областей (познавательная, художественно-эстетическая, познавательная, речевая):

познавательные беседы; презентации, слайд-шоу; целевые прогулки, экскурсии;

развлечения, фольклорные концерты, театрализованные представления (благодаря этому, дети уже знают названия и назначение народных игрушек, используют в речи русские пословицы и поговорки, поют народные песни, используют народную атрибутику в самостоятельных играх).

Для того, чтобы достичь результатов в работе с детьми начального образования в вопросах воспитания и обучения необходимо теснейшее взаимодействие с семьей. В классе был оформлен родительский уголок «Учите вместе с нами», определены и разработаны направления работы с родителями: информационное, познавательное, наглядно – информацион-



ное, досуговое, проведено анкетирование.

В разделе уголка «Семейные традиции» родители в течение года узнавали, какие государственные, национальные праздники отмечаются в школе, какие традиции поддерживаются в семьях учеников, какой фольклорный материал можно использовать, чтобы познакомить с этим дома.

Развивающая предметно-пространственная среда класса была пополнена познавательными центрами «Говорим о том о сем», в которых разместились: подборки книг с фольклорными произведениями, в том числе книг – раскладушек и раскрасок, дисков, наборов открыток, иллюстраций к потешкам, прибауткам, пословицам, небылицам, а также костюмы и атрибуты для театрализованной деятельности и игр – драматизаций, образные игрушки – персонажи, куклы.

Был создан совместно с родителями мини-музей «Русская изба», представляющий предметы русского быта, домашняя утварь, образцы народной одежды и их элементов.

Основной формой работы по развитию речи школьников посредством устного народного творчества на базе созданных центров стал кружок «В мире слов», направленный на расширение словарного запаса детей, активизацию их речевого, познавательного и умственного развития, а также на воспитание интереса и любви к русской национальной культуре, народному творчеству, обычаям, традициям, обрядам, народному календарю, к народным играм. В этом кружке знакомим детей с громаднейшим пластом национальной и мировой культуры, включающим в себя большое количество жанров: сказки, пословицы и поговорки, потешки, частушки, колыбельные песни.

Огромной любовью пользуется у детей сказка. Богатый речевой материал русской народной сказки (сравнениями, эпитетами, синонимами, антонимами и др.), побуждает детей к использованию этих форм в собственной речи, что способствует не только развитию ее образности, но и развитию творчества самих учеников. Содержание сказок влияет на сюжетно-ролевую игру, делая ее разнообразнее, богаче: дети заимствуют сказочный сюжет, меняя героев, либо, оставляя сказочных героев, слагают свой сюжет.

Значительный нравственный, этический потенциал заложен в русских народных пословицах и поговорках. Их можно назвать своеобразной энциклопедией этических представлений русского народа. В них, как и в других видах народного творчества, заключен практический опыт народа, его миропонимание и всевозможные знания в красочной лаконичной форме. Эти малые формы используем в совместной деятельности постоянно – на прогулках, играх; меткое слово поговорки и пословицы решает много задач, учим детей понимать их смысл, объяснять своими словами. Воздействие на развитие речи у детей оказывает отгадывание и придумывание загадок. Употребление метафорического образа (олицетворение, сравнение, ритмическая организация) способствует формированию образной речи.

Не меньшую роль в развитии речи школьников играют русские народные песни, потешки, колыбельные песни. Их разнообразие способствует освоению грамматического строя речи, позволяет запоминать слова и формы слов, словосочетаний, осваивать лексическую сторону. Фонематическое восприятие развивается за счет особой интонационной организации. Дети поют русские народные лирические песни и частушки, демонстрируя, как в этих видах словесно- музыкального искусства отразилась жизнь человека, его горести и радости. Ни один фольклорный праздник не обходится, конечно же, без игры на русских народных музыкальных инструментах, исполнения под их аккомпанемент песен, плясок. Широко используются и сценки, кукольный театр по народным песенкам, потешкам, сказкам. Основным отличием народных драматических действий (игры, хороводы, сценки) является соединение слова, напева, исполнения, которое сопровождается соответствующими жестами и мимикой. Большое внимание должно быть уделено костюмировке, использованию декораций.

Для поддержки детских интересов и инициативы – наши дети очень любят играть в народные подвижные игры - был разработан перспективный план народных игр.

Для использования фольклора в работе, были разработаны и проведены консультации на следующие темы: «Влияние малых фольклорных жанров на развитие речи школьников в раннем этапе обучения», «Развитие речи детей младшего школьного возраста посредством устного народного творчества», «Развитие речи школьников при ознакомлении с художественной литературой».



Таким образом, использование детьми в речи разнообразных форм устного народного творчества – важнейшее условие своевременного речевого, литературного, художественного и интеллектуального развития.

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О‘QUVCHILARDA CHET TILLARINI O‘RGATISH ZARURATI.

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Annotatsiya: maqolada o‘quvchilarda chet tillarni o‘qitish zaruriyati to‘g‘risida ma’lumotlar berilgan.

Kalit so‘zlar: zamonaviy dunyo, til o‘rganish, chet tilining ahamiyati

Ingliz tilini o‘rganish hozirgi davr talabi ekan, o‘shib kelayotgan yosh avlodga til o‘rganishning yangi uslublarni, «Kadrlar tayyorlash milliy dasturi»ga asoslangan holda ishlab chiqib, o‘qish jarayoniga tavsiya etish olimlar, mutaxassislar oldida turgan dolzarb masalalardan hisoblanadi. Iste’dodli yoshlarimizning o‘z qiziqqan sohalarida yetuk mutaxassislar bo‘lishlari uchun, avvalambor chet tilini jumladan, ingliz tilini mukammal bilishlari zarur.

Yosh avlodda ilmiy dunyoqarashni shakllantirish hamma davrlarda millatning ilg‘or kishilari diqqat markazida bo‘lib kelgan. Insoniyat boshidan kechirgan barcha tuzumlarda davrning o‘qimishli, ziyoli, bilimdon kishilari dunyo ilm faniga umu- minsoniy madaniyatiga salmoqli hissalarini qo‘shganlar. Bilim ilmiy dunyoqarashning asosi bo‘lib hisoblanadi. Bilim olish albatta yoshlikdan boshlanadi. «Yoshlikda olingan ilm toshga o‘yilgan naqshdir», - deydi dono xalqimiz. Bilimli kishi hech qachon tarix sahifalaridan, xalqimizning qalbidan o‘chmaydi.

Bu borada O‘zbekiston Respublikasi mustaqillikka erishilgandan so‘ng o‘quvchilarda xorijiy tillarni o‘rganish ko‘nikmasini shakllantirishda juda katta ishlar amalga oshirildi. Ayniqsa, yoshlarni xorijiy mamlakatlarda ta’lim olishi hamda fan va texnika sirlarini o‘rganishi uchun keng yo‘l ochilgan.

Malakali kadrlar tayyorlash jarayonining har bir bosqichi o‘zida ta’lim jarayonini samarali tashkil etish, uni yuqori bosqichlarga ko‘tarish, shu bilan birga jahon ta’limi darajasiga yetkazish borasida muayyan vazifalarni amalga oshirishi lozim

Ilg‘or g‘oyalarni, fan sirlarini o‘rganish uchun zaruriy chet tillari bo‘yicha bilimlar bugungi kunda maktabgacha ta’lim tizimidan boshlab o‘rganish masalasi davlatimiz diqqat markazida turgan asosiy vazifalardan biri hisoblanadi.

Mamlakatimizda yoshlar fan va texnika sirlarini egallashlari uchun barcha shart- sharoitlar yaratilgan. Chet tillarning eng muhim tomonidan yana biri shundaki, xalq xo‘jaligini yangi texnikalarsiz tasavvur qilish qiyin. Yangi texnikalarni taraqqiy ettirish ham fan singari yangiliklar ilmiy izlanishlarning ijobiy natijalariga asoslanadi.

Ijtimoiy sohada chet el rivojlangan mamlakatlar taraqqiyoti tajribasi asosida o‘zimizning iqtisodiy va ijtimoiy taraqqiyot qonunlarini belgilab berishdan iborat bo‘ladi. To‘g‘ri keljagimizning shakl-shamoyilini taraqqiyotimiz natijalarini, albatta, fan belgilab beradi. Unda rivojlangan mamlakatlar tajribasi umumlashganligi, ularning progressiv metodlarida foydalanishimiz zarur. Lekin ularning taraqqiyot tajribasi hech qachon bizga etalon bo‘la olmaydi.

Ertangi kunimizning yo‘nalishlari ham, fan va texnika taraqqiyoti natijalari asosida belgilanadi. Bizning kelajakdagi orzu-umidlarimiz, faravon hayotimiz, albatta, fan va texnika taraqqiyoti natijalari asosida bo‘lishi, jamiyatimiz taraqqiyoti yo‘nalishlari, ularning ijtimoiy, iqtisodiy ildizlari ham o‘zlarining taraqqiyot bosqichlarida chet tillarida yaratilgan.

Xo‘sh, ilm-fanning, xususan, ingliz tilining texnikani rivojlantirishdagi o‘rni nimalardan iborat: Avvalambor, texnikani rivojlantirish tizimiga yetuk ilmiy va ilmiy-pedagogik xodimlar tayyorlab beradi.

Xorijiy tillar texnikaga doir o‘quv darsliklari va qo‘llanmalari tayyorlashda, ilmiy metodik ta’minotni amalga oshirishda bevosita va bilvosita ishtirok etadi.

Qolaversa, fan kadrlar tayyorlashda buyurtmachi sifatida ilmiy izlanishlarni bevosita o‘quv jarayoni bilan mutanosiblashtirishga erishdi. Shu bois, ilmiy, ilmiy-pedagogik salohiyat va moddiy-texnik bazadan kadrlar tayyorlashda samarali foydalanish asosiy vazifalarga kiradi.

Har qanday taraqqiyot uchun ham bilim, ilm-fan, tarbiya kerak bo‘ladi. Bir so‘z bilan aytganda ilm-fan taraqqiyot negizidir. Demak, moddiy taraqqiyotga erishish uchun ham, iqtisodiy taraqqiyotga erishish uchun ham ulkan madaniy zamin zarur.



Shunday ekan, Ingliz tili darslarida ilmiy-ma'rifiy matnlarni o'qish va o'rganish jarayonida ilmiy-texnikaviy taraqqiyotning omillarini ko'rsatuvchi matnlarga alohida e'tabor qaratish zarur. Ingliz tili darslarida faqat o'quvchilarga til elementlari, leksik birliklar hamda tili o'rganilayotgan mamlakat haqida xabar bermasdan, balki mazkur mamlakatning buyuk ilmiy kashfiyotchilari, ilmiy texnikaviy taraqqiyot natijalarini matnlar asosida tanishtirishdan iborat. Agar o'quvchi maktab partasidayoq ilmiy kashfiyotlar va ilmiy texnikaviy taraqqiyot natijalari bilan tanishsalar, bu an'ana oliy o'quv yurtida ham ilmiy tadqiqot faoliyatida ham davom etadi.

Demak, chet tilini o'rganish faqat tilshunos va tarjimonlar emas, balki ilmiy texnikaviy sohalar tadqiqoti bilan shug'ullanuvchilarga ham zarur bo'lar ekan.

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BOSHLANG'ICH SINIF O'QUVCHILARINING NUTQINI O'STIRISHDA ILG'OR PEDAGOGIK METODLARDAN FOYDALANISH.

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarining nutqini o'stirishda ta'limiy o'yinlarning o'rni haqida fikr yuritilgan.

Kalit so'zlar: nutq, nutq o'stirish, so'z, so'z birikmalari, gap, interfaol o'yinlar, ona tili darsi, o'quvchi.

Hozirgi kunda prezidentimiz Sh.M.Mirziyoyevning tashabbuslari bilan bugungi kunning dolzarb mavzulari bòlmish o'zbek tilini (ona tilini) yanada takomillashtirish chora-tadbirlari to'g'risida qator qonunlar ishlab chiqarilmoqda. Ularning tashabbusi bilan ona tili darslarini maktablarda o'qitilishi yuzasidan qator qonunlar qabul qilindi.

Bundan kelib chiqib shuni aytish joizki, boshlang'ich sinflarda ona tili o'qitishning bosh vazifalaridan biri o'quvchilar nutqini o'stirish hisoblanadi. Hozirgi kunda ona tili darslarining maqsadini belgilar ekanmiz. O'zbekiston Respublikasining birinchi Prezidenti I.A.Karimovning: "O'z fikrini mustaqil ona tilida ravon, gozal va londa ifoda eta olmaydigan mutaxassisni bugun tushunish ham, oqlash ham qiyin" - degan so'zlarini shior qilib olib, darsda asosan o'quvchilarni mustaqil fikrlashga va o'z fikrini chiroyli ifodalashga o'rgatish zarur. O'quvchilarni o'z fikrlarini erkin to'g'ri ifodalashga jamiyat uchun ham, metodik jihatdan ham juda muhimdir. O'quvchilarning nutqini o'stirish dars mobaynida amalga oshirilib borilsa maqsadga muvofiq bo'ladi. Chunki darslar jarayonida o'quvchilarning ijodiy faoliyati qancha taraqqiy ettirilsa ular o'z oldiga qo'yilgan vazifalarni shunchalik tez qiynalmasdan bajaradi. O'quvchi berilgan topshiriqlarni amaliy bajarib o'rgangani sari, unda ijodiy fikr yuritish qobiliyati shakllanadi. Shu sababli boshlang'ich sinf ona tili darsligida o'quvchining yozma nutqini o'stirishga alohida e'tibor qaratilgan. Ona tili darsligiga kiritilgan har bir mavzu va topshiriqlar ana shu maqsadlarga qaratilgan bo'lishi kerak. Shu jumladan, zamonaviy ta'lim konsepsiyasiga asoslanib davr talabiga mos darslik va dastur yaratilmoqda. O'quvchilarning bilim sifatini to'g'ri nazorat qilish uchun esa Davlat ta'lim standarti joriy etilgan mazkur dasturda boshlang'ich sinf o'quvchilarining ona tili o'qitilishi bo'yicha bilim darajasi talablari uch standart o'lchovi orqali aks ettirilgan. Ular o'qish texnikasi, o'zgaralar fikrini va matn mazmunini tushinish hamda fikrni yozma shaklda bayon etish malakasi.

O'quvchi uchun maktabda samarali ta'lim olish usuli, bu nutqdir. Nutq inson faoliyatini muhim turi bo'lib u til vositalari asosida tafakkurni ishga solishdir. Nutq o'zaro aloqa, xabar, o'z fikrini his-hayajonini ifodalovchi gapning boshqalarga ta'sir etish vazifasini bajaradi. Nutq esa jamiyatda kishi faoliyatining muhim vositalaridan biridir. Nutq o'stirish uch yonalishda o'rganiladi:

- 1) so'z ustida ishlash;
- 2) so'z birikmasi va gap ustida ishlash;
- 3) bo'glanishli nutq ustida ishlash.

Bu uch yonalish bir-biriga bo'g'liq holda olib boriladi: lu'gat ustida ishlash gap tuzish uchun zamin yaratadi; so'z va so'z birikmalari esa gap ustida ishlash, bo'glanishli nutqga tayyorlaydi.

Ona tili o'qitish metodikasida o'quvchilarning savodini chiqarish, grammatik tushunchalarni shakllantirish, ularning nutqiy va imloviy savodxonligini oshirishda qo'llaniladigan usullar, mashqlar namunalari ko'p. Ona tili darslarini muammoli tashkil etishda interfaol usullardan hamda o'yinlardan foydalanish o'quvchilarni mustaqil fikrlashga, fikrini jamoa bilan maslahatlashishga o'rgatadi, muammolarni hal qilishda ishtirok etish maylini yuzaga keltiradi. Ta'lim sohasida ilg'or texnologiyalarning joriy etilishi o'qish sifatini ko'tarishga yordam beradi.

Ta'limiy o'yinlarning boshqa mashq turlaridan (ko'chirib yozish, diktant, bayon, insho) farqi shuki bunda bir tomondan o'quvchilarning zerikishi, charcho'g'iga barham berilsa ikkinchi tomondan, bolalarning fikrlash jarayoni tezlashadi, muayyan belgilangan malakalarning shakllanishi osonlashadi. O'quvchi qancha yosh bo'lsa, darsda qo'llaniladigan qiziqarli ta'limiy o'yinlar elementlari shunchalik ko'p bo'lishi lozim. Chunki darsda qo'llaniladigan didaktik o'yin bir tomondan, ayrim bolalar tabiatiga xos bo'lgan qiziquvchanlik, shoxlik kabi xususiyatlariga mos



kelsa, ikkinchi tomondan ayrim bolalardagi odamovilik, indamaslik, uyatchanlik xususiyatlarini bartaraf etadi. Demak, o‘yin jarayoni o‘quvchi psixologiyasida keskin o‘zgarishlar yasaydi. O‘yin davomida o‘quvchining xotirasida ko‘pgina so‘zlar uchun umumiy bo‘lgan belgilar o‘rin ola boshlaydi. O‘g‘zaki va yozma nutqdagi nuqsonlar kamaya boshlaydi. Ta’limiy o‘yinlar sinf jamoasining erkin tushinishlarini ta’minlaydi, darsning samaradorligi ortadi. O‘yinlarning yana bir diqqatga sazovor joyi shundaki, sinfda inoqlik, yaxshi kayfiyat, shiddat hukm suradi. O‘quvchilar bir-birlariga yordam bergilari kelib, sinf jamoasining jipsligi yanada mustahkamlanadi.

O‘quvchi maktabga kelgan kundan boshlab, maxsus metod va usullar yordamida o‘z lu‘gat boyligini boyitib boradi. O‘quvchining lu‘gatini boyitish birinchi navbatda uni o‘rab turgan muhit, tabiat, kishilarning hayoti, o‘qish faoliyati, kattalar va tengdoshlari bilan bo‘lgan munosabati asosiy manbaa hisoblanadi.

Dars o‘tish jarayonida ta’limiy o‘yinlardan foydalanishni shunday rejalashtirish kerakki, o‘quvchi o‘g‘ir aqliy mehnatdan so‘ng bu o‘yinlardan o‘ziga emotsional quvvat olsin, o‘zining harakatini ortoqlarining harakatiga solishtirsin va unda tashabbuskorlik paydo bo‘lsin.

Ta’limiy o‘yinni tashkil qilishda o‘qituvchi quyidagilarni e’tiborga olishi joizdir:

- o‘yin qiziqarli, sodda, tushunarli, aniq bo‘lishi;
- o‘yin mavzuga mos bo‘lishi;
- o‘yin o‘tkazish muddati, tartibi aniq bo‘lishi;
- o‘yin o‘quvchilarning muayyan bir malakasini shakllantirishi;
- o‘yin g‘oliblari ra‘g‘batlantirib borilishi.

O‘qituvchi o‘yin turlarini asosan mustahkamlanayotgan mavzuga muvofiq tanlashi, belgilangan o‘yin turiga mos shaklni tuzish, o‘yin tartibini aniq belgilab olishi kerak. O‘yin uchun kerakli materiallar esa imlo lu‘gatanidan, o‘qish kitobi, bolalar jurnallari, turli badiiy asarlar, to‘plamlardan foydalanishi mumkin. O‘qituvchi avvalo ta’limiy o‘yinning ta’lim-tarbiyaviy maqsadini belgilab, o‘quvchilarga o‘yinni o‘tkazish tartibini aniq tushintirib berishi, o‘yinni o‘zi boshqarishi, o‘quvchilarning xatolarini yo‘l-yolakay tuzatib borishi kerak. O‘yin oxirida tegishli xulosalar chiqarib, qo‘yilgan ballar e’lon qilinadi.

Boshlan‘g‘ich sinf ona tili darslarida “Aqliy hujum”, “ Klaster”, “Qarorlar mojarosi”, “6*6*6”, “Lahzada aql charhi” kabi interfaol usul va o‘yinlardan foydalanish mumkin. Quyida shunday usul va o‘yinlardan namunalari keltirish mumkin.

1. “Kim ko‘p so‘z topadi?” o‘yini. O‘yin ikki xil variantda o‘tkazilishi mumkin.

1-variant o‘g‘zaki 2-variant yozma bajarilishi mumkin. O‘yin sharti quyidagicha: Kartochkalariga bosma harflar tarqoqlikda yozib qo‘yiladi, o‘quvchilar shu harflar ishtirok etgan so‘zlarni tuzadilar.

2. “O‘yla, izla, top” o‘yini. Berilgan matn ichidan ma’nodosh so‘zlarni topib, ularni guruhlab yozadilar va nima uchun ma’nodosh ekanligini izohlaydilar.

3. “So‘z o‘yini”. Qaysi tovush (harf) so‘zlarning ma’nosini o‘zgartiryapti?

Bunda o‘qituvchi navbat bilan so‘zlarni o‘g‘zaki aytadi, o‘quvchilar so‘zning ma’nosini o‘zgartirayotgan tovushni topishadi va ma’nosi o‘zgarayotgan so‘zlar ishtirokida gap tuzadi.

4. “So‘zlarni guruhlarga ajrat”. So‘zlar yozilgan kartochkalar alohida stolga aralashtirilgan holda ochiq qilib qo‘yiladi, 1-guruh “nima?”, 2-guruh “kim?” so‘ro‘g‘iga javob bo‘lgan so‘zlarni “Kim oldin yozish” sharti bilan doskaga yozishadi.

5. “Noto‘g‘ri belgini top” o‘yini o‘g‘zaki yoki yozma shaklda o‘tkaziladi. Qo‘llash uchun so‘zlar: qizil, taom, shirin, gul, yoqimli, qalam, qora, kabutar, ochko‘z, quyon, yuvosh, bo‘ri va hokazolar.

6. “ Gap tuzishda adashma”. 3-4 o‘quvchi doira bo‘lib turadilar boshlovchi gapdagi birinchi so‘zni aytadi qolgan o‘quvchilar keyingi so‘zlarni ketma-ket aytishi kerak. Gap uchun kerakli so‘zni aytolmagan o‘quvchi o‘yindan chiqadi.

Masalan: 1-o‘quvchi-O‘lkamizga, 2-o‘quvchi-g‘ozal, 3-o‘quvchi-bahor, 4-o‘quvchi-fasli, 5-o‘quvchi-keldi. Shu tariqa davom ettirish mumkin.

Xulosa o‘rnida shuni aytish mumkinki, boshlan‘g‘ich sinf o‘quvchilari uchun nutq o‘stirish mashg‘ulotlari turli o‘yinlar orqali olib borilsa, kutilgan natijaga tezroq erishiladi. Yuqorida keltirilgan ta’limiy o‘yinlarni dars davomida qo‘llash mumkin. Bu yo‘l bilan o‘quvchilarni darsda zerikib qolmasligi ta’minlanadi hamda nutqi ravon va so‘z boyligi yanada boyib boradi. Gap tuzishda

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PRINCIPLES OF LESSON PLANNING

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Annotation: This article regards the english foreign language teachers to the basic principles of how to avoid difficults when planning their lessons and achieve efficient course materials resulting in a specific lesson.

Key words: education, development, experience, lesson plan, syllabus, visual, macro planning, global lingua franca.

Experience shows that many novice language teachers encounter difficulties when planning their lessons. Some of these difficulties are immediately evident in the lesson plans teacher trainees keep in their learning teaching portfolios, which is a requirement in many teaching qualification programmes. Some of the questions, which logically arise, are whether trainees are aware of their difficulties and needs in this area and if they are able to overcome their problems, so that they can continue to develop professionally. Most plans begin with a brief description of the class and students; for example, the name of the course and the level, and the background of the students are useful to note. It is also important to add the date as well as the week and day of the course. Given the trend of adhering to competency requirements and published standards, a lesson plan may also need to include the competencies and standards that the lesson addresses. Some teachers list the grammatical structures and key vocabulary terms that will be introduced as well. Teachers also find it wise to note what has been covered during the previous class or what students already need to know for the particular lesson, especially if it will begin with a review of previous material. The day's goals and objectives should be included as should a list of texts, materials, and equipment such as audiovisual aids. Some instructors find it helpful to list the day's materials and audiovisual aids in a box at the top of the page to serve as a reminder of what they need to bring to class. If more elaborate material preparation is necessary before class, teachers may also list the steps necessary to prepare these materials. Noting any homework or assignments to be returned or collected that day is also useful information to have at the beginning of the lesson plan. The middle component of a lesson plan is the lesson's content; this includes procedures or activities along with transition notes, as well as time management and class management notes such as the students' seating arrangements for different activities. Novice teachers should also try to anticipate what may go wrong or prove to be problematic so that contingency plans are prepared in advance and written into the lesson plan. Lessons usually begin with warm-up and/or review activities. Teachers need to decide how they will connect the day's lesson to the previous class meeting and how they want to interest and motivate their students for the day's activities. Once warmed up, the class is then ready for the presentation and practice stages of the lesson. These stages have been referred to with a variety of labels such as into, through, beyond (Brinton, G5odwin, and Ranks 1994); engage, study, activate (Harmer 1998); lead-in, elicitation, explanation, accurate reproduction, and immediate creativity (Harmer 1991); and verbalization, automatization, and autonomy (Ur 1996). All of these labels describe stages in which first, the language form or content is introduced and presented; second, comprehension is checked before a form of guided practice is implemented; and third, some type of less structured, communicative activity takes place so that students can practice what they have just learned in a less controlled, more natural situation. Finally, teachers and students should evaluate how well the new material has been learned in order to determine the shape of future lessons.

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TEACHING ENGLISH DIFFICULTIES WITH USING VISUAL AIDS

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Annotation: The ideas that visual aids as teaching aids should be contextualized to the topics, theme, and realities of the language is given in the article.

Key words: visual media, concept, recall, colourful, text-heavy content.

“Do not tell me; show me” – I always believed that theory was best learnt in practice, but we cannot always apply theory during our educational career. However, using images, diagrams and video tutorials I found that these aided me in the understanding and retention of concepts during my studies. One of the most important aspects of teaching is to motivate the students’ interest and promote their lateral thinking. It is not an easy task to keep students engaged and motivated during a lesson, especially when the topics are not easy to grasp from a student’s perspective. There are different ways to enhance a lesson using visual aids. These can save time for a teacher who needs to prepare a lesson and for the students who need to retain the information from the lesson. Here are some of the benefits of using visual aids in a lesson: When teaching a concept using visuals, you are giving students something that they can associate with the concept when they try to recall it. All they must do is visualise the image that was used. Visual aids assist you in presenting a lesson clearly and smoothly, without complications or tangents. They allow you to explain the meaning behind vocabulary and structures without having to go into great detail. In addition, questions can be asked about your visual aids to motivate students’ talking time and lead them to answers. For example, if your visual aid is the timeline of Nelson Mandela’s life, you can ask them “How long was Nelson Mandela imprisoned for?” They would then recall the visual timeline to answer the question. Visual aids not only help in aiding understanding, but also assist students to refer to previous visuals they have learnt in class or in a specific lesson. For example, if your students use the incorrect grammar or vocabulary to describe a previous concept or topic from a lesson, you can direct them back to the visual aid as if to say: “Try and say it as we practised earlier”. Visual aids add some spark and colour to your lessons and reduce the text-heavy content with which students are presented. They aid in capturing their attention and take focus off depending solely on the teacher or textbook. Now that some of the benefits of using visual aids have been outlined, let’s look at some visual aids that work. There are many games and activities that can be used for visuals, but we will not be touching on the in-depth activities here. Rather, I want to show how you can use visuals to introduce new words or clarify concepts without having to give lengthy explanations.

Pictures are great for presenting anatomy, nouns, formulas, timelines and much more, basically any concept or structure that can be visualised or exists in reality. The use of images must relate to what is being mentioned in the text that accompanies it. For younger students, include questions within the accompanying text such as “What do you see in the picture below?” Be sure to use pictures that relate directly to the topic so that the connections to the picture can be made. With older students, you can have pictures before the topic is mentioned so that they can predict what will be discussed. Using this method provokes the students’ interest and captures their attention before the topic is mentioned.

Here are a few ways to incorporate pictures into teaching:

- Diagrams: Create diagrams such as timelines, flow charts and even real-life photos accompanied by labels with descriptions to illustrate properly the topic or structure. Students can easily recall any key topics by remembering the diagram.
- Use of cartoons: Cartoons or illustrations create a fun and colourful lesson as students are



accustomed to them. An illustrated story with dialogue can be used to explain direct and reported speech, with the student able to identify who the speaker and listener are.

- Pop culture: These days, students make use of social platforms which can be used to their advantage. If you relate a lesson to actual events that are trending on social media, students will be engaged in the lesson as this sparks their social interest. So do not be scared to screenshot trends and use them in a lesson.

Teaching aids should be contextualized to the topics, theme, and realities of the language. Teaching aids should provide the situation to create students' interest with each other even outside the class room. This can be the medium of progress. Teaching aids should provide opportunities for self evaluation which will develop their own learning style and strategies. Teaching aids should link teacher and students to develop a communication skills, understanding and also give opportunities for better learning. The aid must be impressive. Selecting teaching materials is not a haphazard decision but making effective decisions for the benefit of the students. As Graves (1997) says that "any text by itself is not the course, but rather a tool that can be divided or cut up into components and then rearranged so as to suit the needs, abilities, interest, and expectations of the students comprising a course. Therefore, textbooks can be modified to incorporate activities that encourage students and move them beyond the constraints of the textbook."

Apart from the above mentioned aspects, teacher designed aids better their skills and creativity. Teaching aids are the most important tools of teaching process which provide students a natural learning environment and help them to take part in teaching learning process.

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IMPORTANCE OF ASSESSMENT ANALYSIS IN IMPROVING LINGUISTIC COMPETENCE OF SECOND LANGUAGE

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Annotation: This article is devoted to the problems and the importance of assessment analysis in improving linguistic competence of second language. Besides it is connected with school practice.

Key words: assessment, linguistic competence, second language, educational practise, appropriate vocabulary, accurate grammar

Assessment is popular and sometimes misunderstood term in current educational practice. The term of assessment has been popularized in Uzbekistan over a decade but it is frequently misinterpreted by some educational settings. It is important to understand the concrete meaning of assessment in teaching and learning languages yet it is likely to guarantee learners' success in acquiring language.

Having considered this point, assessing learner's lexical knowledge can be problematic issue because of less attention while integrating four skills to overall second language ability. This tend to be the mainly because acquiring vocabulary is demanding and arduous process for second/ foreign language learners whereas for native speakers seem to be a piece of cake since they rapidly enlarge lexicon in childhood..

Placement tests come in many varieties- assessing comprehension and production, responding through written and oral performance, open-ended and limited responses, selection (e.g., multiple choice) and gap-filling formats-depending on the nature of a program and its needs [1]. The placement test that he passed was a mixture of productive skills which combined speaking and reading skills, vocabulary and grammar sub skills. According to his opinion, the placement test was designed to determine whether students could comprehend small texts and talk to somebody about daily life topics such as hopes, interests, family, friend and study. Importantly, he was tested whether he could use appropriate vocabulary and accurate grammar while they were responding the questions.

Learner learning background profile

During his first academic year, he studied productive and receptive skills and grammar and vocabulary. At the end of the year, he was supposed to complete B1 level and take the placement test again. Therefore, he took the placement test which consisted of productive and receptive skills as well as grammar and vocabulary to measure what he learnt. His results were excellent from productive and receptive skills but grammar and vocabulary were average. From his perspectives, his speaking and writing were subjectively marked as his teacher assessed his speech utterances based on the fluency and cohesion. He knows a great deal of vocabulary but he does not know how to use properly. In terms of written documents particularly the letter that he wrote was assessed based on the task achievement and cohesion. He advocated that he was not sure if he used appropriate vocabulary in both oral and written documents. When it comes to grammar and vocabulary placement test, although, he achieved acceptable score in grammar test, he struggled with vocabulary test since he knew the individual meaning of words. He acknowledged that he had difficulty to put words, collections, idioms, phrasal verbs and academic vocabulary in right place because he usually learns vocabulary itself, not paying attention to the contextual meaning of words. For this reason, he had problems with figuring out the contextual meaning of words.

Reliability of the test cannot be realistic yet the test has been designed for talented group of students, as I mentioned above and the test was taken just only from that group. It is always acknowledged that test should be meaningful, reproducible and measurable. Whenever a test is administered, the test user would like some assurance that the results could be replicated if the same individuals were tested again under similar circumstances. This desired consistency (or reproducibility) of test scores is called reliability [2].

Having taking this statement into consideration, when the same test is given to the same the learners for second time, the results are the same as the previous ones and then we might ensure that the test is reliable but if there is huge disparity between new and old ones, we cannot consider



this test is reliable. As regards final vocabulary test, it is awkward to justify as a reliable test on account of designing for specific purpose. In order to make test to be reliable, it is highly recommended to pilot with other groups and then compare findings. Sometimes the nature of the test itself can cause measurement errors. Tests with multiple choice items must be carefully designed to include a number of characteristics that will guard against unreliability. For example, the items need to be evenly difficult, distracters need to be well designed, and items need to be well disturbed to make the test reliable [4].

If we look at the validity of the final vocabulary test, the test should measure what has been taught. Validity in testing and assessment has traditionally been understood to mean discovering whether a test measures accurately what it is indented to measure [3]. In other words, while assessing learners' vocabulary knowledge, we ought to design a test and measure them what they have been taught. In my learner case, he learnt vocabulary about environment and family from both receptive and productive skills. That is why he has been assessed based on what he has learnt in the course.

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ACTUALITY OF FORMATION OF FOREIGN–LANGUAGE AUTONOMY OF THE CADET OF MILITARY HIGHER EDUCATION INSTITUTION DURING THE TRAINING IN THE FOREIGN LANGUAGE

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Anotatsiya: The article devoted to the problems of military education. Relations between officers in the modern multicultural environment of communication, both socially and professionally. The article suggests that the courses will meet the requirements of the time if they rely on universal and source language independence, which is the key to a comprehensive bilingual and bicultural formation of the future officer's personality.

Keys words: formation, foreign, volume, university, combination, stimulates, environment, policy, effectiveness.

The formation of foreign language independence in the process of learning a foreign language in a military university is becoming important and defines natural component. Nowadays, the formation of foreign language autonomy in the process of learning a foreign language in a military university is becoming important day by day and identifies its natural component. In general, the formation of foreign language autonomy of the cadet is a way to intensify learning and multiply the effectiveness of the learning process in a foreign language. This improves the quality of teaching of foreign language, expands the possibilities for practical use of language by cadets, stimulates their interest in classes, which as a result should provide cadets with a higher level of foreign language skills necessary for their integration into the international professional, scientific and social environment. In studies of such a specific group as the military, attention is not paid to the role of autonomy.

Reforming military education based on state policy in the field of defense and education, the corresponding State educational standard in an effort to overcome existing shortcomings requires the creation of an anthropological determinism paradigm for training a future officer who is ready for self–actualization of his activities, self–development, personal self–determination. Educational strategy focuses on training diversely developed, ideologically convinced, morally and psychologically stable officer personnel who are able to creatively and effectively carry out the tasks assigned to them, competently make decisions in non–standard situations, constantly improve their competencies

In accordance with the new requirements for the training of officers in the new curricula for licensed specialties provides for the organization of through humanitarian and information training. This combination of versatile humanitarian education with vocational training contributes to the accelerated socio–psychological and professional adaptation of future officers in various areas of their activities, earlier professional self–determination and a successful career. Whereas the lack of humanitarian knowledge and relevant communicative and perceptual abilities and skills sometimes limits the freedom of military activity, it becomes a brake on solving his professional tasks [2]. However, speaking of the independence of future officers, one should not detract from the role of foreign language independence, which at present “is becoming one of the criteria of professionalism” [4] of a serviceman. The need for the military, owning at least one foreign language – this is one of the established reactions of modern society, which changes the understanding of the final result of teaching a foreign language at a military university. In modern society, a foreign language is a means of communication, cognition, receiving and accumulating information. The future officer’s level of foreign language is determined by the practice of foreign language communication, when reading literature in a specialty, by exchanging written information, such as articles and annotations to them, abstracts for



international conferences, business papers. In modern conditions of service, formed because of the emergence of an innovative, rapidly developing multicultural activity environment, the officer has to use a foreign language, independently obtain the necessary foreign language information, use it, independently solve problems of further development of language competence. In this situation, the improvement of the quality of language training of the future with a focus on its practical implementation in everyday professional activities in the army service acquires special meaning. Foreign language training of cadets meets the requirements of the time if it relies on the formation of foreign language independence, which is the key to a successful and effective bilingual and bicultural formation of the future officer's personality as a goal of teaching foreign languages at a military university. The following cause the urgency of setting as a new goal of teaching a foreign language in military educational institutions of higher education, the formation of the bilingual bicultural personality of the future officer. The increase in interethnic and international contacts, as one of the distinguishing features of the modern information society, contributes to a change in understanding about the preparation of the future military, "which cannot be viewed in isolation from the rapidly developing information space" [1]. In this regard, the "lingvoinformation educational" space is presented as the newest and rapidly expanding information environment of modern multicultural language reality, as a new type of technological, psychophysical and socio-cultural being of the multilingual and multicultural personality in general" [1]. The information environment contributes to the formation of the future officer as a bilingual and bicultural personality through the "transfer to the reality of competences acquired in the linguistic information environment" [1].

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Annotatsiya: ushbu maqolada ingliz tili fanini o'qitishning bugungi zamonaviy usullari haqida so'z boradi

Kalit so'zlar: yangi zamonaviy texnologiyalar, tadqiqot, test, malaka, ko'nikma, muammoli vaziyat, savodxonlik, rasmlari test

Yurtimiz mustaqillikka erishgach, ta'lim sifatida ham bir qator yangi va ijobiy o'zgarishlar sodir bo'ldi. Ta'lim sifati yaxshilangan davlat bilangina chinakam rivojlangan yurtlar sirasiga kirishi mumkin yurtimiz. Prezidentimiz Shavkat Mirziyoyev ham bugungi kunda asosiy diqqat - e'tiborni yurt kelajagi bo'lgan yoshlarning ta'limi, o'qib-izlanib, kasb o'rganishlari uchun qaratganlari barchani, ayniqsa, ustozlarni juda mamnun etadi.

Bugungi kunda yurtimizda o'quvchilarning sifatli va davlat ta'lim standarti talablariga mos ravishda dars tashkil etishlari uchun yetarli sharoitlar yaratibdi berilgan. Ayniqsa, o'quvchilar, abituriyentlar orasida chet tili fanlarni o'rganishga bo'lgan qiziqish nihoyatda kuchli. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib darslarni o'tish va o'quvchilarga yetkazib berish bugungi kunning asosiy talablaridan biri hisoblanadi. Hozirgi paytda xorijiy tillarni o'rganishga bo'lgan qiziqish juda ko'payib bormoqda. Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, talim jarayonini yanada samarali bo'lishi uchun zamonaviy innovatsion texnologiyalar bilan birga PISA dasturi ham muhim ahamiyatga ega.

PISA tadqiqotid o'n besh yoshli o'quvchilardan mantiqan kutish mumkin bo'lgan kreativ fikrlash jarayonlariga qaratadi. Uning maqsadi o'ta ijodkor shaxslarni aniqlab olish emas, balki g'oyalarni ifoda etish va aniqlashda o'quvchilar naqadar kreativ fikrlay olishini, bu ko'nikma, o'z navbatida o'quv jarayoniga, maktab faoliyatiga va ta'lim tizimining boshqa jihatlariga qanday bog'liq ekanligini tahlil qilishdir. PISA tadqiqotidan asosiy maqsad, ta'lim siyosati va tizimiga yaqqol natijalarga ega, o'quvchilarning kreativ fikrlash borasida xalqaro taqqoslash mumkin bo'lgan ma'lumotni taqdim etishdir. Topshiriq ostidagi kreativ fikrlash jarayoni ta'lim orqali takomillashuviga moyil bo'lishi kerak; ta'lim jarayoni kontekstdagi ushbu fikrlash jarayonining turli yordamchi omillari aniq belgilanishi va baholashdagi ko'rsatkichlarga bog'liq bo'lishi kerak; baholashda ishlatilgan soha mazmuni(kontenti) oddiy o'rta maktablarda o'tiladigan fanlarga chambarchas bog'liq bo'lishi kerak ;baholash maktab va hayotda ijodiy yutuqlar borasida prognozlashtirish qiymatiga ega bo'lishi uchun, testlar ham o'quvchi kundalik hayotida, ham sinfda, ham tashqarida, mashg'ul bo'lgan real faoliyatlarga o'xshashi zarur.

PISA dasturidagi PISA testlari orqali o'quvchilarning haqiqiy hayotda kerak bo'ladigan hodisalarni tahlil qilish, ulardan to'g'ri xulosa chiqarish va muloqotga kirishish ko'nikmalarini qay darajada egallayotganliklarini aniqlash mumkin. O'quvchilar olgan bilimlarini tahlil qila olishi va ulardan yangi ma'lumotlar hosil qila olish qobiliyatiga ega bo'lishi kerak. Bir so'z bilan aytganda PISA dasturi o'quvchilar bilimlarini amaliyotda qo'llash qobiliyatini baholovchi dasturdir.

Test topshiriqlari orasidagi bog'liq likni kamaytirish maqsadida, o'quvchilardan o'zlarining g'oyalarini emas, balki o'zgalarning mahsulotini takomillashtirish so'raladi. Ushbu qismdagi vazifalarda, o'quvchilarga ochiq ssenariy berib, ular berilgan g'oyalarni o'ziga xos tarzda takomillashtirish so'raladi. Bunda ham baholaydigan, takomillashtirilgan g'oyalarning topshiriqqa mos kelishiga qaraladi. Ushbu topshiriqlarda munosib javob" O'ziga xos takomillashtirish" deganda, vazifada berilgan g'oyalarning mohiyatini saqlangan holda, original elementlarni olib kirish va shu orqali ijodiy g'oyalarga xos bo'lgan yangi va foydali elementlarni qamrab olishi tushuniladi.

Ochiq vazifa va javoblarni qo'shish mohiyatan baholashning ishonchliligiga tahdid soladi. Baholashning ishonchliligiga va turli baholovchilar qo'ygan baholarning solishtirish imkoniyati PISA sinovlari maqsadi ekanligini hisobga olsak, ushbu baholash doirasidagi kodlashtirish yondashuvlari amalda ishlashini tekshirish o'ta muhimdir. Asosiy tadqiqotdan oldin o'tkazilgan bir necha sinov bosqichlari hamda amaliy tekshiruvlar ushbu tahdidni salmoqli darajada bartaraf etishi mumkin.



PISAning asosiy yoʻnalishlaridan biri Reading oʻqish savodxonligidir. Reading oʻqish savodxonligi matn shaklidagi ma'lumotlarni tushuna olish va ularga javob bera olish koʻnikmasidir. Matnli malumotlar biror asardan parcha, gazeta va jurnallardan olingan maqolalar, turli qoʻllanmalar boʻlishi mumkin. Bunday ma'lumotlarni oʻquvchilar jadvallar, rasmlar, turli grafiklar orqali ochib berishlari mumkin. Bu orqali oʻquvchilarning xorijiy tildagi matnni oʻqib tushunishini, mazmuni haqida fikrlay olishini, matnga baho berib, oʻz fikrini bera olish koʻnikmalarini aniqlay olish imkonini beradi. Bir soʻz bilan aytganda, chet tilini oʻqitishda PISA dasturidagi testlardan foydalanish samarali natijalarni beradi. PISA oʻquvchilarning xalqaro dastur buyicha talimiy bilimlarini aniqlab beradi. Shu bilan birga, biz PISA orqali oʻquvchilardagi xorijiy tildagi savodxonligini baholash va ulardagi bilimlarni amaliyotda qoʻllashni bilish darajasini baholaymiz.

PISA testlarining qulayliklaridan yana biri bu oʻquvchilari kreativ fikrlashga undaydi. Bugungi jahonning eng rivojlangan davlatlarida ham ijobiy natijalar bergan PISA dasturining O'zbekistonga ham kirib kelib, tatbiq etilayotgani quvonarli, albatta. Bugungi kun o'quvchisi texnikani juda yaxshi bilishi, o'quvchilar uchun har kuni o'qib, izlanib, yangilik qidirmoqlari darkor. Faqat quruqdan quruq qoidalar-u, qiyin dan qiyin mashqlarni bajarib o'quvchilarni qiynash o'rniga ularning mantiqiy fikrlashlariga matn bilan ishlash ko'nikmalariga alohida e'tibor zarur.

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Annotatsiya: maqolada chet tili fanining o‘qitilishi, xususan nemis tili faniga bo‘lgan qiziqishni oshirish, tilning mavqeini tiklash uchun malga oshirish lozim bo‘lgan ishlar xususida so‘z boradi

Kalit so‘zlar: dunyoning ilg‘or tajribasi, tajribali tarjimon, mutaxassis, samara

Jamiyatimiz yordamida o‘zbek va nemis universitetlari o‘rtasida ko‘plab hamkorlik shartnomalari imzolangan. Akademik ayirboshlash bo‘yicha kelishuvlarga muvofiq, o‘nlab talabalar Germaniyada o‘qib kelmoqdalar, o‘zbek yosh olimlari nemis universitetlarida doktorlik dissertatsiyalarini yoqlab qaytyapti. Nemiszabon mamlakatlar ijodiy uyushma va fondlari bilan hamkorlikda o‘zbek tarjimonlarini Yohan Wolfgang Gyote, Haynrix Hayne, Hermann Hesse, Tomas va Haynrix Mannlar, Frans Kafka, Stefan Svayg, Arno Gayger kabi dunyoga mashhur adiblar ijodi bilan yaqindan tanishtirish va ularning ijodiy ishlarini moddiy rag‘batlantirishda faol qatnashmoqdamiz. Jumladan, SAD — Avstriya akademik almashuvlar xizmati bilan yo‘lga qo‘yilgan hamkorlik qator yillar mobaynida o‘zbek talabalari va nemisshunos olimlarining turli hajmdagi stipendiyalar vositasida xorijda o‘qishi va malakasini oshirishda muhim rol o‘ynayapti. Biroq, shuni aytish joizki, mamlakatimizda ta‘lim tizimida keng sharoitlar yaratilganiga qaramay, oliy va o‘rta maxsus ta‘lim muassasalari, maktablarda nemis tilini o‘qitish jahon standartlari darajasida emas. Yurtimizda yetishib chiqayotgan kadrlarning nemis tilini bilish, unda bemalol suhbatlasha olish imkoniyati yuqori emasligi tobora o‘z darvozalarini dunyoga keng ochib berayotgan mamlakatimizda tashkil etilayotgan turli xalqaro uchrashuvlar, konferensiya va seminarlarda yaqqol namoyon bo‘lyapti. Yurtimizda nemis tili bo‘yicha tarjimonlar tayyorlash ishi ham qoniqarsiz. Bu jarayonda dunyoning ilg‘or tajribasi bilan hisoblashmaslik, xorijda ishlab, o‘qib kelayotgan tajribali tarjimon va mutaxassislardan turli subyektiv holatlar tufayli samarali foydalanilmayotganligi oqibatidir. Xususan, oliy ta‘lim muassasalarimizda chet tilini o‘rtacha darajada (V1) o‘zlashtirgan ayrim o‘qituvchilar (jahon standartiga asosan chet tilini o‘rgatuvchi mutaxassis kamida S1, S2 darajalariga ega bo‘lishi lozim) nemis tili bo‘yicha dars o‘tayotganini qanday tushunish kerak? O‘zi amaliy tarjimonlik qilmagan, tarjimalari dunyo yuzini ko‘rmagan “mutaxassis” ushbu hunar sirlaridan boshqalarni qanday xabardor qilsin?! Ushbu muammolarning yuzaga kelishiga asosiy sabablardan biri nemis tili ta‘limiga e‘tiborning sustligidir. 2012 yil 10 dekabrda “Chet tillarni o‘qitishni yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi Prezident qaroriga binoan 2013 yildan boshlab xalq ta‘limida chet tillarni o‘qitish avvalgiday 5-sinf dan emas, balki 1-sinf dan oq yo‘lga qo‘yildi. Bu zamon talabi, yaxshi yangilik bo‘ldi. Biroq o‘rganiladigan chet tillar sifatida birgina ingliz tiliga asosiy e‘tibor qaratila boshlandi. Aslida nemis va fransuz tillarining dunyo tamaddunida ahamiyati katta. Jumladan, nemis tili Yevropa Ittifoqining asosiy ishchi tili maqomida bo‘lib, unga fan va texnologiyalar tili sifatida qaraladi. Nemis tili Germaniyadan tashqari Avstriya va Shveysariyaning davlat tili, Lyuksemburg, Lixtenshtayn, janubiy-sharqiy Fransiya, Shimoliy Italiya, Chexiya va Vengriya kabi mamlakatlarda yashovchi xalqlarning kommunikatsiya tilidir. Shundan kelib chiqib, mamlakatimizda nemis tilini o‘qitishni yanada kuchaytirish zarur. Bu nafaqat filologiya va tilshunoslik yo‘nalishida, balki turli sohalarda kadrlar tayyorlashda joriy etilishi kerak. Masalan, yurtimizga kelayotgan sayyohlarning katta qismi nemiszabon mamlakatlardan, ular respublikamizga salmoqli turistik valyuta investitsiyasi keltirmoqda. Sayohatbonlar, gidlarning olmon tilini puxta bilishi ularning qadimiy shaharlarimiz, tarixiy obidalarimiz, umuman, yurtimizga qiziqishini oshirishi tabiiy. Oliy ta‘lim maskanlarida o‘qitilayotgan nemis tili o‘quv rejasida pedagogika, psixologiya va metodika fanlari o‘quv soatlarini yanada ko‘paytirish kerak. Bu o‘qituvchi uchun juda zarur bo‘lgan kasbiy tayyorgarlikni kafolatlaydi. Shu sababdan nemis tili o‘qituvchilari tayyorlash vazifasi asosan pedagogika universiteti va institutlari zimmasiga yuklatilmog‘i lozim. Biroq, afsuski, ayni paytda ahvol teskari. Yetakchi hisoblanmish Nizomiy nomidagi Toshkent davlat pedagogika universiteti (TDPU)da Germaniyaning Frayburg va Haydelberg pedagogika universitetlari bilan hamkorlik shartnomalari bo‘la turib, nemis tili bo‘limi va kafedrasini 2016 yili tugatilgan. Yurtimizda nemis



tili o'qituvchilari tayyorlash ham nopedagogik, jumladan, filologik yo'nalishdagi oliy ta'lim muassasalariga yuklatib qo'yilgan. Mamlakatga esa filolog va tarjimonlardan ko'ra, maktablar, akademik litsey uchun ko'proq o'qituvchi kadrlar kerak! Qator viloyatlar (Qashqadaryo, Surxondaryo, Qoraqalpog'iston)dagi universitetlarning nemis tili bo'limlari va kafedralarida nemis tili nazariyasi va uni o'qitish metodikasidan mutaxassislashmagan, ilmiy darajalari va unvonlari yo'q o'qituvchilar ishlamoqda. Bu esa sifatsiz ta'lim va olmon tili bo'yicha yetarli bilim va malakaga ega bo'lmagan mutaxassislar deganidir. Shundan kelib chiqib, mutasaddi idoralar O'zbekistonda nemis tilini o'qitish borasidagi ishlarni qayta ko'rib chiqadilar, degan umiddamiz. Nemis tiliga munosib e'tibor, baho va ahamiyat berib, uning yurtimizda o'qitilayotgan chet tillar ichidagi ulushini ko'taradilar. Bu esa nemiszabon mamlakatlar bilan hamkorlikni yanada yuqori pog'onaga olib chiqishda muhim ahamiyat kasb etishi shubhasiz.

Foydalanilgan adabiyotlar:

1. <http://xs.uz/uz/post/>
2. Ziyonet/uz



ТОПОНИМИКА ВА ТИЛШУНОСЛИК

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Annotatsiya: maqolada atoqli otlar, geografik nomlar, ularning ma'nolari, olimlar izlanishlari, toponimika atamasining paydo bo'lishi kabi masalalarga e'tibor qaratilgan.

Kalit so'zlar: toponimika atamasi, tarix, geografiya, tilshunoslik

Atoqli otlar, jumladan geografik nomlar, ayniqsa ularning ma'nolari qadimdan olimlar e'tiborini tortgan. Toponimika atamasining paydo bo'lganiga hali bir asr bo'lgani yo'q. Lekin toponimika masalalari tarix, geografiya, tilshunoslikka oid asarlarda qadim zamonlardan boshlab uchraydi. Har qanday fan amaliyot talablari ta'sirida paydo bo'ladi va rivojlanadi. Toponimika birinchi galda geografiyaning amaliy ehtiyojlari asosida vujudga keldi. Dastlabki sayyohlar o'zlari kashf etgan yerlarga nom berdilar, uzoq o'lkalar va shaharlarning nomlarini hammaga ma'lum qildi. Geografik nomlarni to'plab o'rgananganlar xam geograflar edi. Professor H.Hasanov "O'rta Osiyoda atoqli geograf olim va sayyohlar ozmuncha bo'lmagan, ular ajoyib asarlar yozganlar", deydi. O'lkalarda dunyo kezgan, yangi-yangi yerlarni kashf qilgan, kishilarning geografik tasavvurlarini va toponimik ma'lumotlarini kengaytirgan sayyohlar, geograflar ko'p bo'lgan. Toponimikaga katta hissa qo'shgan geograf olimlardan nemis olimi **A.Gumboldni**, rus geograflari **P.P va V.P. Semyonov-Tyan-Shanskiy**, akademik **L.S.Berglarni** aytib o'tish mumkin. XIX asr oxirlaridan e'tiboran dunyoda amaliy grammatika, xususan kartografiya ehtiyojlari munosabati bilan toponimikaga qiziqish kuchaydi. Toponimikadan maxsus asarlar paydo bo'ldi, geografik nomlarni o'rganadigan komissiyalar va jamiyatlar tashkil etildi.

Rossiyada toponimik tadqiqotlar tarix, geografiya va filologiya fanlari vakillari tomonidan olib borildi. Akademik **Shegren**, mashhur tarixchi va etnograf **N.I.Nadejdin**, tilshunos **A.Kastrenlar** rus toponimikasining dastlabki tadqiqotchilaridandir. 1847 yilda Rossiya Geografiya jamiyatida tuzilgan geografik terminologiyani o'rganish komissiyasi va Rus tili va adabiyoti havaskorlari jamiyati toponimikaga katta ahamiyat berdi. Rus toponimikasini o'rganishga akademiklardan **V.V Radlov**, **F. I. Sobolevskiy** sezilarli hissa qo'shdilar. Atoqli otlarni (onomastika), jumladan geografik nomlarni (toponimika) o'rganishga bag'ishlangan ko'plab adabiyotlar, jumladan maxsus toponimik asarlar nashr etildi. Rus toponimikasi bo'yicha **A.P.Dulzon**, **A.K.Matveev**, **E.M.Murzaev**, **V.A.Nikonov**, **A.I.Papov**, **A.V.Superanskaya**, **Ye.M.Pospelov**, **A.A.Reformatskiy**, **B.A.Serebrennikov**, **V.N.Toporov**, **O.N.Trubachevning** asarlari ma'lum va mashhur.

Dunyodagi eng yirik toponimistlardan biri atoqli geograf **E.M.Murzaevdir (1908-1998)**. Olim yarim asrdan ko'proq vaqt davomida geografik nomlarning, jumladan O'zbekiston toponimlarining kelib chiqishi, transkripsiyasi, xususan mahalliy geografik atamalar haqida ko'plab qimmatli asarlar, maqolalar, monografiyalar, lug'atlar yaratdi. E.M.Murzaev ko'p yillik ilmiy faoliyatida toponimikaning nazariy masalalari bilan bir qatorda geografik atamalarga alohida ahamiyat berdi. Masalan, 4 mingga yaqin xalq geografik atamalarini o'z ichiga olgan lug'ati jahon toponimistlari va tilshunoslarining e'tiborini tortdi. Bu asar 1999 yilda to'ldirilib 2 jildda qayta nashr etildi. E.M.Murzaev geografik atamalar ko'pchilik toponimlar etimologiyasining universal kalitidir, degan xulosaga kelar ekan, toponimikani tadqiq qilishga geograflarning roli katta ekanligini qayd qiladi. Olim katta-katta hududlardagi mahalliy geografik atamalar va toponimlar semantikasining nozik jihatlarini boshqa har qanday mutaxassislardan ko'ra geograflar yaxshi ilg'ab oladilar deb hisoblaydilar.

Moskvalik yirik tilshunos toponimistlardan biri **A.V.Superanskayadir**. Olima toponimlarga, xususan atoqli otlarga bag'ishlangan ko'plab asarlar yozgan. Uning geografik nomlar lingvistik qonuniyatlaridan bahs etadigan eng yirik asari "Toponimika nima?" kitobidir. Asarda toponimikaning nazariy asoslari bayon etilgan, geografik nomlar tarixida ma'lumotlar keltirilgan.

Hamdo'stlik tarkibidagi boshqa mamlakatlarda ham toponimikaga katta ahamiyat berib kelinadi. Geograf toponimistlardan **V.A.Juchkevich** bu sohada ayniqsa katta ishlar qildi. Uning "Umumiy toponimika" nomli talabalar uchun o'quv qo'llanmasi 1965 yildan buyon bir necha



marta nashr qilindi.

Qozog'istonda toponimlarni ham lingvistik, ham geografik nuqtai nazaridan tadqiq etishda katta yutuqlar qo'lga kiritilgan. Respublikada toponimlarni, xususan geografik atamalarni o'rganishda **G'.Q.Qo'nqashpayevning** xizmatlarini alohida qayd qilish kerak. Qozog'istonlik toponimistlardan **A.A.Abduraxmanov, T.Januzoqov, V.N.Popova, Ye.Qo'ychiboevning** ilmiy ishlarida toponimikaning umumiy masalalari bilan bir qatorda joy nomlarining etimologiyasiga katta o'rin berilgan. Qardosh Ozarbayjon Respublikasida ham toponimika sohasida katta yutuqlar qo'lga kiritilgan. Toponimlarni va geografik atamalarni yig'ish hamda o'rganish bo'yicha **R.M.Yuzbashyev**, Respublikaning shimoliy rayonlari toponimlarini tadqiq qilishda **S.M.Mullazoda**, G'arbiy rayonlar toponimiyasini o'rganish bo'yicha **A.A.Aliyev**, toponimikaning nazariy masalalarini ishlab chiqishda **T.A.Ahmedovning** xizmatlari katta.

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CAPACITY BUILDING

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Annotation: This paper presents the findings of a literature search of what constitutes some effective usage of community development and capacity building processes. This section presents a brief discussion of the terms used.

Key words: capacity Building, community development

Capacity building has a more recent history as a social policy term particularly in relation to social, human and economic capital although it too has been interpreted in different ways. A succinct definition by the NSW Health Department brings together its main ideas:

Capacity building is an approach to development that builds independence.

Capacity building increases the range of people, organisations and communities who are able to address problems, and in particular, problems that arise out of social inequity and social exclusion. Capacity building comprises a set of activities which can resource individuals, groups and communities. Alongside working from social justice principles, it can be seen to form a part of community development. Equally, activities may be conducted outside of a defined community development program yet still meet capacity building aims and outcomes.

It is not the role of this paper to debate the various uses of the terms, but to present examples of strategies in these areas which represent effective practice.

Finally, note must be made of other activities which are often related to community development and capacity building because of their preventive aims. Early intervention and primary prevention programs often have developmental aims and/or processes and these should not be dismissed from consideration. For a good discussion and referral to other research studies in these areas see Bowes.

COMMUNITY BUILDING STRATEGIES

For the purposes of this paper I have grouped strategies which contribute to building a community into Community Services Development, Community Education, Indigenous Approaches and Strengths-Based Approaches. These are not clearly defined categories, as they often overlap. Writers have different methods of categorising community building with not all agreeing on the definitions or application of approaches. For example, some of the community development literature suggests that community development is enacted from a conflict OR consensus perspective thus dividing its description into those oppositions [6]. However, in this paper, the categories have been selected as representing the most commonly reported and studied examples. This may result in some examples being over-emphasised as, for example, the amount of literature dealing with community services far outweighs Indigenous approaches. Indigenous approaches is not to say that these approaches should only be restricted to Indigenous communities or that Indigenous communities should not and can not participate in other strategies. The purpose of their inclusion is to recognise the important contribution Indigenous communities have made to understandings and use of innovative approaches.

A framework which is considered to be useful for thinking about these different approaches may be found in Muirhead's adaptation of Kelly's work. The characteristics of developmental work are compared with those appearing in program work. This is presented as one way of providing clarity for workers and the people with whom they work.

In many cases workers and communities have experienced tensions between perceptions of the goals of community projects and the practices used to achieve them, particularly when there are many different groups and organisations involved. It is especially important for clarity when external funding bodies are key players.

While many projects and activities are called community development, external requirements restrict some aspects, such as the level of authority, pace, or time span. The previous table



clarifies these and other aspects and enable expectations to be realistic. This differentiation is not intended to specify which approach is better or worse, for both approaches have their applications. Many of the examples which contributed to the summary of the strategies described below have a program base and have been found to be effective in assisting communities to develop and achieve satisfying goals to which they have contributed.

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ТАЛАБАЛАРДА АУДИТИВ НУТҚНИ РИВОЖЛАНТИРИШ

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Аннотация: Мақолада нутқ, касбий аудитив нутқ каби категорияларга муаллифлик нуктаи назаридан баҳо берилган ва кредит-модулли ўқитиш тизимида талабанинг машғулот давомида тинглаб, тушуниш лаёқатини ўстириш масалалари ўрганилган.

Таянч тушунчалар: нутқ, тинглаш, тушуниш, ривожланиш касбий аудитив нутқ, кредит, модуль.

Ривожланган мамлакатлар таълим амалиётида инглиз тили бўйича туркум ўқув курсларини ўқитишда инновацион методлар, интерактив дастурий воситалар, рефлексив технологиялар, фасилитацион моделлардан фойдаланиш усуллари ва уларнинг самарадорлигига оид қатор тадқиқотлар олиб борилмоқда. Мазкур тадқиқотларнинг асосий вазифалари қаторида талабаларни келгусидаги касбий фаолиятига тайёрлаш сифатини ошириш, лингвистик тил ўзлаштириш лаёқатини кенгайтириш, табиий-илмий дунёқарашини ривожлантиришга қаратилган педагогик ёндашувларни ўрганиш ва фан хусусиятларидан келиб чиқиб, мазкур методикани такомиллаштириш масаласи алоҳида аҳамиятга моликдир. Шу жиҳатдан олганда, талабаларнинг касбий аудитив лаёқатини ахборот таълимий ресурслар воситасида ривожлантириш технологияларини такомиллаштириш ва жорий этиш эҳтиёжи мавжуд.

Республикамызда сўнгги йилларда инглиз тили ва бошқа хорижий тилларни чуқур ўқитиш масаласига устувор аҳамият қаратилмоқда. Хусусан, «Мамлакатимизда бир неча хорижий тилларни билувчи замонавий кадрлар тайёрлаш, хорижий тиллар бўйича илмий ишлар олиб бориш, тил ўргатиш методологиясини такомиллаштириш»¹ каби устувор вазифалар белгиланиб, бу борада бугунги кунда талабаларнинг касбий аудитив лаёқатини ахборот таълимий ресурслар воситасида ривожлантиришнинг педагогик-психологик хусусиятларини ўрганиш муҳим аҳамият касб этади.

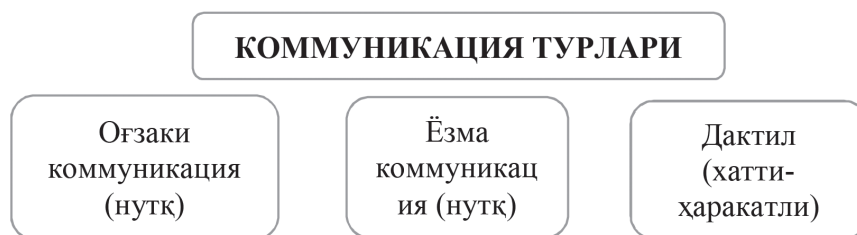
Оғзаки нутқнинг ажралмас қисми эшитиш ва тинглашдир.

Замонавий таълимда on line тарзда ўқитишнинг кенгайганлиги турли соҳаларда каби кўплаб халқаро алоқалар ўрнатилишига замин яратди. Бу эса, мутахассислар томонидан чет тилларни ўрганиш, алоқа алмашинуви жараёнида ҳамсухбатининг нутқини тушуниш, аудитив нутқни ривожлантириш заруратини келтириб чиқармоқда.

Кузатишларимиз кўрсатишича, олий таълим муассасаларида чет тилларини ўқитишда, гапириш, ўқиш, ёзиш ва тинглашга озгина вақт ажратилади. Бироқ тинглаш талабалар учун мустақил, зарурий ва энг қийин нутқ фаолиятидир.

Бугунги кунда нутқ фаолиятининг шакли сифатида тинглаш ҳақиқий алоқа жараёнида муҳим роль ўйнайди. “Замонавий жамиятда одамлар 45% тинглашади, гапиришади - 30%, ўқишда - 16%, ёзишда - 9%”, - деб таъкидлайди рус олими С.В. Кудрявцева [2]. Бинобарин, оғзаки нутқнинг ажралмас қисми эшитиш ва тинглаш (аудитив фаолият)дир.

Нутқ орқали ва сўзсиз тушуна олиш. Коммуникатив қобилият фикрни, ёки бирор тушунча, белгини англаувчи психологик жараён бўлиб, унинг намоён бўлиши уч хил тарзда намоён бўлади(1 -расм). **1-расм. Коммуникация турлари.**



¹ Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг 2018 йил 5 мартдаги Наманган вилояти Тўрақўрғон тумани Исоқхон Ибрагимовнинг номидаги мактаб-интернатига ташрифидаги нутқи. Электрон ресурс: <http://www.uza.uz/oz/...prezidentimiz-is-okhon-t-ra-ibrat-mazhm>. Мурожаат санаси: 05.07.2019 й.



Касбий аудитив фаолият янги маҳсулот яратишга йўналтирилган илмий, технологик, ташкилий тадбирлар мажмуасидан иборат бўлиб, улардан мақсад йиғилган билим, малака, кўникма, технология ва ишлаб чиқириш асбобларини мана шу янги маҳсулотни кенг миқёсда ишлаб чиқарилишига ишлатиш ва унинг самарадорлигини таъминлашдир.

Биз ўз тадқиқотимизда талабаларнинг касбий аудитив лаёқатини ривожлантириш учун қайси методлар, шакллар, воситалар ва йўллари танлаш керак, деган муҳим саволга жавоб қидиришдан бошладик. Педагогик жараёндаги икки бош иштирокчидан айнан ўқитувчи фаолиятини назарга оламиз. Агар, талабаларнинг касбий аудитив лаёқатини (colloquial speech) ва ёзма («reading») орқали ривожлантиришда ўқитишнинг умумий педагогик методлари тўғрисида фикр билдирсак бўлади:

1. Инглиз тилидаги ўқув материални оғзаки баён қилиш методлари
2. Инглиз тилидаги ўқув материални кўргазмалар орқали баён қилиш методлари
3. Инглиз тилидаги ўқув материални амалий машғулотлар орқали бериш методлари.

Тадқиқот доирасида инглиз тилини ўқитишда куйидаги педагогик **воситалар** самаралидир:

- таълим жараёнининг техник қурилмалари (видео, магнитофон, аудио, крерокс, таблолар, флэп-чатлар, мульти-медиа воситалари) ва ИТ технологиялари билан таъминланганлиги;
- мавзуга оид махсус оммабоп ва илмий манбаларнинг мавжудлиги ва улардан фойдаланишнинг ҳаммабоп эканлиги;
- миллий қадриятлар ва миллий маданият омиллардан унумли фойдаланиш имкониятининг мавжудлиги (суҳбатлар, учрашувлар, музей, кино, театрга бориш);
- тадбирларни ташкил қилиш ва ўтказишда турли хорижий меҳмонлар, хусусан хорижий давлатлар элчилари, уларнинг намоёндалри билан учрашувлар ўтказиш имкониятининг мавжудлиги ва бошқалар.

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THE WAYS OF INCREASING FOREIGN LANGUAGE TEACHING IN PRIMARY CLASSES

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Annotation: this article is devoted to the problems and the ways of increasing foreign language teaching in primary classes. Besides article is connected with secondary school practice.

Key words: primary classes, approach, STEM, natural approach, grammar drilling, vocabulary checks, generating competition

Modern foreign languages are changing. The way we are learning them is changing, and the way we are teaching them is changing. One thing that is for certain is that we urgently need to increase the number of students choosing to study a language at higher levels. This all comes down to our approach to teaching languages and the methods used by teachers to increase engagement among younger students to maximize their enthusiasm and potential to study a language for longer. There are various teaching strategies and methods that have been used for years in schools all over the world to engage students with language learning. Things such as group work don't exactly scream out as a revolutionary approach to teaching, and whilst they do work, we should be exploring lots of innovative new ways to improve attitudes and achievement in modern foreign languages in schools. Making language classes enjoyable yet informative and motivational is the key to fostering enthusiasm for modern foreign languages, a subject area which is sadly often neglected in the education sphere.

With such an emphasis on encouraging children to study STEM (Science, Technology, Engineering and Mathematics), subjects in the Arts and Humanities like History, Literature and Foreign Languages are often overlooked, despite being very important knowledge areas essential for a multitude of high level careers. Language learning also dramatically improves English skills.

As we mentioned earlier, there are plenty of careers that regard a foreign language qualification as highly as a STEM one. Careers in sectors such as sustainability, international politics, anthropology and military/security actually need to employ people with foreign language skills. If these sectors didn't have linguists working for them, international relations would surely be in a messy state. People who are proficient in any foreign language have the power to help change the world, just as much as a scientist. Last but not least, a huge skill that comes from learning a foreign language is acceptance of different cultures and the diversity of the world we live in.

Foreign language teaching strategies It is clear that there is a huge long list of benefits for students who learn a language, but how do teachers foster enthusiasm to study languages in the first place? The language classroom needs to be a fun and exciting place, and the approach to learning should be interactive and varied. Here are some teaching strategies and methods that have boosted motivation and attitudes towards languages in the classroom.

Natural approach - not one of the fully supported methods, but this theory is based on maximizing use of target language in the classroom, reducing the emphasis on grammar. More responsibility is given to the pupil to try and work out grammar structures and vocabulary for themselves. Pupils are encouraged to speak in the target language at all times to become fully emerged in the learning process. Activities for this may simply include teacher-pupil questioning, reading passages out loud in the target language or role plays. Role plays are always fun as they encourage students to think outside of the box and use their imagination to produce an interesting dialogue that incorporates a wealth of grammar and vocabulary.

Grammar drilling - this has always been one of a teacher's favorite methods, but of course, it does help when learning a foreign language. Being able to understand grammar structures enables you to express what you want to say in a more natural and sophisticated manner. Grammar resources can often be quite dry and uninspiring, usually focusing on gap fill worksheets. We have dedicated grammar lessons which introduce key grammar point in a lighthearted way. We then have a series of challenges that follow to see how well learners have grasped the grammar.

Vocabulary checks - always a good way to gauge how well students have understood topic vocabulary. As proved on several occasions, there is a close bond between what pupils see and



the meaning they associate with this. Hence why flashcards have always been a useful tool for language learners. They are perfect for vocabulary revision and quick-fire mini games in class. Pupils can stick up notes in class or at home on objects they find around, thus reinforcing the link between target word meaning. Flashcards can also be used in a range of games such as charades or guess the missing word etc.

Generating competition - a slightly unconventional approach, but given how difficult it can be to engage pupils with languages, generating a sense of competition and purpose in teaching seems to really appeal to students. Therefore, any activities that have an element of competition seem to motivate students without them realizing. As we have mentioned there are many benefits to students opting to study a foreign language, but what are the benefits of teaching them? It can seem a little redundant when traditionally languages departments don't receive much funding and uptake rates for language degrees and high school qualifications are continuously declining.

Teaching a foreign language means that you can introduce all sorts of fun activities into the classroom, foreign music and film, food, traditional clothing, festivals, etc! You will also benefit from a great student-teacher relationship with many of your students, with communication being a fundamental part of teaching languages. A lot of the time classes will be smaller as well so that you can really get to know your students and help them with their individual needs.

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INGLIZ TILI FANINING O‘QITILISHI

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Annotatsiya: maqolada o‘quvchilarni ingliz tilidan og‘zaki nutqini o‘stirish, savodli qilish jarayonida zamonaviy yondashuvlardan foydalanish, nutqni shakllantirish kabi masalalarga e‘tibor qaratilgan

Kalit so‘zlar: ingliz tilidan og‘zaki nutqini o‘stirish, savod o‘rgatish, zamonaviy texnologiya

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o‘tib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o‘zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta‘limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O‘zbekiston Respublikasining birinchi Prezidenti Islom Abdug‘aniyevich Karimovning 2012 yil 13 dekabrda PQ 1875 –sonli qarori qabul qilingandan so‘ng mamlakatimizda chet tillarni o‘qitishga, o‘rganishga bo‘lgan e‘tibor yanada kuchaydi. Yurtimizda chet tillarni o‘qitilishida yangicha bosqich, yangucha davr boshlandi. Chet tili darslarining o‘tilishi 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 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 yaratildi. Ushbu talablarga mos ravishda o‘quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o‘rganishga bo‘lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to‘rt aspektga (o‘qish, yoish, tinglab tushunish va gapirish) bo‘linib, ularning har biri bo‘yicha alohida tushuncha va ko‘nikmalar berilmoqda. Ta‘lim texnologiyalari, bu ta‘lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta‘lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta‘lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o‘rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o‘rganish va o‘qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o‘rganishning har bir aspekt (o‘qish, yoish, tinglab tushunish va gapirish)ida qo‘l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD disklersiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o‘rganishning eng muhim qismlaridan biridir. Bunda o‘quvchi bir paytning o‘zida so‘zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so‘z boyligi va uning ma‘nolariga e‘tibor berishi talab qilinadi. Ta‘lim jarayonida zamonaviy texnologiyalardan foydalanishda o‘quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o‘rgatish va o‘rganish eng samador usullardan biridir. Bu jarayonda, jumladan: — kompyuterlardan foydalanganda o‘quvchi chet tilidagi video rolidlarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko‘rish ham eshitishi mumkin; — chet tilidagi radio eshittirishlar va televideniadagi dasturlarni eshitish va tomosha qilish mumkin; — ancha an‘anaviy usul hisoblanadigan magnitafon va kassetalardan foydalanish; — CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o‘quvchilarning chet tilini o‘rganishlari jarayonini qiziarliroq va samaraliroq bo‘lishini ta‘minlaydi. Globallashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o‘rganish va o‘qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet orqali chet tilida so‘zlashuvshilar bilan muloqot qilish imkoniyati paydo bo‘ladi. E-mail orqali xat yozish bilan yozish mashqini takomillashtirish mumkin. 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. Bugungi kunda innovatsion ta‘lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda



mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo‘ladi va o‘quvchilarning darsga bo‘lgan qiziqishlarining ortishi ham ta‘minlanadi. Ta‘lim jarayoniga yangiliklarni olib kirish va ularni tadbiiq qilish orqali ta‘lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining o‘qitilishida turli rolli, harakatli o‘yinlardan foydalanish ham darsga ham til o‘ganishga bo‘lgan qiziqishni ortishiga sabab bo‘ladi. O‘quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o‘quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi. Ta‘lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni o‘quvchilarga yetkazib berishda eng muhim visitalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o‘qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so‘zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo‘ladi. Chet tilini o‘qitish jarayonida turli xil jadvallardan foydalanishning ham samarasi yuqoridir.

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О‘ЗБЕК ТИЛИНИ О‘РГАТИШ ДАРАЖАЛАРИНИНГ МАҚСАДИ

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Annotatsiya. Ushbu maqolada o‘zbek tilini o‘rganuvchi xorijliklar uchun yaratilayotgan o‘zbek tili darajalari, uning maqsadi haqida ma’lumot beriladi.

Kalit so‘zlar: deskriptiv, umumiy va kommunikativ kompetensiyalar, lingvistik malaka, Umumyevropa kompetensiyalari.

Bugungi kunga kelib, ona tilimiz dunyoning yuzdan ortiq maktab, oltmishga yaqin universitetlarida o‘qitilib kelmoqda. Shu bilan bir qatorda yurtimizdagi yuzdan ortiq millat va elat vakillarini o‘zaro bog‘laydigan mehr-oqibat tiliga aylanganligi diplomatik va akademik maqsadlar uchun o‘zbek tilining nufuzi va mavqeyini oshirish zarurligini ko‘rsatadi. Shu sababli o‘zbek tilini o‘rganuvchilar uchun qulay va oson qo‘llanmalar yaratish ehtiyoji paydo bo‘lmoqda. Hozirda oldimizda turgan vazifalardan biri – o‘zbek tilini o‘rgatishni zamon talablari darajasiga olib chiqish.

O‘zbek tilini darajalashning asosiy maqsadi – o‘zbek tilini o‘rganuvchilarini o‘rganish jarayonida yoki uning oxirida egallangan bilim darajasiga aniq tavsif va ta’rif berishdan iborat. U o‘zbek tili bilan bevosita va bilvosita aloqador bo‘lgan ta’lim xodimlari, o‘zbek tili bo‘yicha darsliklar mualliflari, noshirlar, o‘zbek tilini egallashdagi baholash darajasini aniqlash muommosi (imtihon va testlar) bilan shug‘ullanayotganlarga yordam ko‘rsatishdan iborat. U ta’lim standarti, dastur yoki reja shaklidagi meyoriy hujjat ham emas, o‘rganuvchi va o‘rgatuvchilarga hech qanday majburiyat yuklamaydi, balki deskriptiv, ya’ni yuqorida ta’kidlanganidek, tavsifiy va ta’rifiy xarakterga ega.

O‘zbek tilini darajalashga qaratilgan ushbu ishdan asosiy maqsad tilni egallash bilan bog‘liq kompetensiyalar (malakalar) majmuasini tavsiflashdir. Jamlangan holda kompetensiyalar **umumiy va kommunikativ** kabi asosiy kompetensiyalardan iborat. Umumiy kompetensiyalar chet tillariga bevosita tegishli bo‘lmagan holda, ayni paytda tilni egallashda katta ahamiyat kasb etadi. Unga dunyoviy bilimlar, jamiyatga tegishli (sotsiomadaniy) bilimlar, madaniyatlararo bilimlarni egallashga qaratilgan kompetensiyalar kirsam, kommunikativ kompetensiyalar o‘z ichiga leksik, grammatik, semantik, fonologik, orfografik va orfoepik kabi “sof” lingvistik malakalarni oladi. Shuningdek kommunikativ kompetensiyalar tarkibiga sotsiolingvistik va pragmatik kompetensiyalar kiritilgan. Ular umumiy va kommunikativ kompetensiyalar o‘rtasida o‘ziga xos “ko‘prik” vazifasini bajaradilar. Kompetensiyalarning xilma-xilligi haqidagi fikrlarimizni ulardan ayrimlarini keltirish orqali asoslaymiz. Progressiya (oddiylikdan murakkablikka) nuqtayi nazaridan til o‘rganish jarayonida va uning natijasida shaxsiy kompetensiyalar o‘z navbatida o‘ziga ishonch, mustaqillik va (o‘z-o‘ziga) tanqidiy qarash kabi xususiyatlarni shakllantirishga olib keladi. Ijtimoiy kompetensiyalar o‘zaro muloqot, jamoa va guruhda ishlash, metodik kompetensiyalar ilmiy ish olib borish, sahaviy kompetensiyalar esa bilim egallash kabi xislatlarni shakllanishiga ta’sir ko‘rsatadi.

O‘zbek tilini darajalashda dunyoda muvaffaqiyatga erishgan “Chet tillarni egallashning umumyevropa kompetensiyalari: o‘rganish, o‘rgatish, baholash hujjati namuna vazifasini bajaradi. Uning asosiy yutuqlaridan biri A 1, A 2, B 1, B 2, C 1 VA C 2 kabi progressiv 6 daraja bosqichini o‘zida jamlaganligidir. Darajalarni aniqlashda an’anaviy “uchlik” – boshlang‘ich, o‘rta va yuqori bosqichlar asos sifatida qabul qilingan. Boshlang‘ich bosqich elementar til qo‘llash (A 1 va A 2), o‘rta bosqich mustaqil til egallash (B 1 va B 2), yuqori bosqich esa malakali til egallash (C 1 va C 2)ni o‘z ichiga oladi.

“Umumyevropa kompetensiyalari”da bilim darajalarining ko‘nikma shakllanishi nuqtayi nazaridan “qila olmoq” shaklida tasniflanishi alohida o‘rin egallaydi. O‘zbek tilidagi ko‘nikmalarni ifodalashga qaratilgan “qila (bajara, amalga oshira) olmoq, uddalamoq, uddasidan chiqmoq, eplamoq, aqli yetmoq, imkoni bo‘lmoq” kabi fe’llar alohida qo‘llanilgan holda kompetensiyalar mohiyatini ochib berolmasa-da, bevosita aniq kompetensiyadan kelib chiqib darajalarni ajratib olish mumkin. Nutq faoliyatining asosiy turlaridan bo‘lgan o‘qib tushunish kompetensiyasi



misolida yuqoridagi fikr yaqqolroq oydinlashadi:

C2: Amalda barcha yozma matnlarni tushuna oladi va tanqidiy interpretatsiya qila oladi (mavhum, tuzulishiga ko'ra murakkab yoki yaqqol og'zaki nutq elementlaridan iborat adabiy va adabiy bo'lmagan matnlar). Keng hajmdagi uzun va murakkab matnlarni tushuna oladi va ulardan nozik stilistik farqlar va yashirin ma'nolarni ilg'ay oladi.

C1: Qiyin joylarini bir necha bor takror o'qish orqali o'z sohasiga oid bo'lmaganuzun va murakkab matnlarni ham o'qib ikir-chikirlarigacha tushuna oladi.

B2: To'la ravishda mustaqil o'qiy oladi, turli matnlarni o'qishda ma'lum maqsaddan kelib chiqib, o'qish sur'atiga moslashtira oladi va tegishli lug'atlardan maqsadli foydalana oladi. Katta hajmdagi so'z boyligiga ega, ayni paytda kam qo'llaniladigan iboralarni tushunishda ayrimqiyinchiliklarga uchrashi mumkin.

B1: O'z manfaat doirasiga va mutaxassisligiga tegishli mavzudagi murakkab bo'lmagan soha matnlarini yetarli darajada tushunib o'qiy oladi.

A2: Kundalik turmushda uchraydigan va kasbga oid so'zlar qo'llanilgan ma'lum mavzudagi qisqa, oddiy matnlarni tushuna oladi.

Murakkab bo'lmagan va tanish hamda internatsional so'zlardan iborat bo'lgan qisqa, oddiy matnlarni o'qiy oladi va tushunadi.

A1: juda qisqa, oddiy matnlarni so'zma-so'z o'qiy olaadi va tushuna oladi, zarur holatlarda bir necha bor qayta o'qish orqali matndan tanish nomlar, so'zlar va oddiy iboralarni ajratib oladi.
[1]

O'zbek tilini ham shu tarzda darajalash quyidagi natijalarga olib kelishi mumkin – o'rganuvchi o'zining chet tilidagi bilimi qaysi darajada ekanligi bilishi psixologik jihatdan unga o'z ustida mustaqil o'qishni davom ettirishga va motivatsiyani oshirishga xizmat qiladi hamda faoliyati davomida faollikka undaydi.

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USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING FOREIGN LANGUAGE

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Abstract: Consequently, the use of ICT in English lessons contributes not only to improving the level of knowledge of students, but also to self-development of both teachers and students.

Key words: ICT, foreign language, teaching.

The information society in which children live has changed over the past decades. The child's psychology, his ability to perceive and remember new things, to perceive and assimilate material, remained basically the same. But children's preferences for the method of obtaining material have changed significantly. The role of audio-visual information delivery and information and communication technologies (ICTs), which are currently being actively introduced, has increased.

Today, a teacher, to be successful, must have the skills of fruitful cooperation with students on the basis of information interaction. A modern lesson should be interesting, informative, memorable and creative.

The main purpose of teaching English is to form and develop the communicative culture of students, teaching practical mastery of a foreign language.

The task of the teacher is to activate the cognitive activity of students in the process of learning English. Modern methods help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students. After all, a modern student is a person whose range of interests is very diverse.

In teaching English, as in any other field, information and communication technologies have become widely used. Information and communication technologies-a means of developing the motivation of educational activities in the classroom. Also, the use of information and communication technologies in the educational process contributes to the development of cognitive activity and the achievement of the main goals of teaching the subject, activating the cognitive activity of students, stimulates and develops thinking and memory. In English lessons, such technologies allow students to master communication and speech skills in an interesting way: listening, reading, writing and speaking, and to consolidate the material passed in an unusual form.

It should be noted that the development of these skills fully meets the requirements of the modern educational standard for foreign languages. This means that the introduction of educational Internet resources in the process of teaching a foreign language (along with printed publications) contributes to the achievement of the main goals of teaching English in secondary schools.

In our opinion, there are two main tasks in teaching English: to teach children to understand English by ear and to teach them to read and understand what is read in English. In listening training, the teacher either reads the text himself, or applies a recording on a tape or SAT. But these methods are currently not so interesting. Another thing is audio and video materials taken from the Internet of various degrees of complexity on various topics with the speech of a native speaker. Children perceive the material not only by ear, but also visually, which significantly increases their interest.

The global Internet network creates all conditions for obtaining any necessary information for teachers and students: country studies material, photographic material, articles from newspapers and magazines, necessary literature, material for projects, etc. Students can take part in quizzes, contests, and Internet Olympiads. You can find a huge amount of material on English grammar. Naturally, the complexity of the material and its volume should vary and correspond to the level of development of students. After completion, you can immediately check your results yourself: you are given a certain number of correct and incorrect answers and correct options.

In my work, we, like other teachers, use material taken from the Internet and licensed disks, as the use of multimedia electronic textbooks increases the effectiveness of training sessions. We use the training program "Professor Higgins. English without an accent!", which consists of two courses: a course in English phonetics and a course in English grammar. A special feature of this program is the ability to compare your own pronunciation with the reference one not only by ear,



but also visually, using a specially developed system for graphical display of sound on the monitor screen. Practical exercises are made up on a simple principle -" from simple to complex". The course is applicable both for self-study and for working in the classroom.

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ЛЕКСИЧЕСКОЕ ЗНАЧЕНИЕ И ОСОБЕННОСТИ СЛОВОУПОТРЕБЛЕНИЯ

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Аннотация. В данной статье рассматривается важность знания лексического значения и нюансы в употреблении слов. Особое внимание уделяется методике и методам формирования компетентного словоупотребления.

Ключевые слова: лексическое значение, единица языка, грамматические и синтаксические функции

Слово представляет собой важнейшую единицу языка. При помощи слов называются все многообразные явления окружающего нас мира. Выполнять эту роль слово может потому, что оно имеет определенный смысл, значение, которое называется лексическим значением.

В лексическом значении слова получают отражение сложившиеся у людей представления о существенных сторонах предметов, действий, признаков (1, с.7). Большинство слов называют предметы, их признаки, количество, действия, процессы и выступают как полнозначные, самостоятельные слова, выполняя в языке номинативную функцию. Обладая единичными грамматическими и синтаксическими функциями, слова объединяются в разряды, части речи.

По нашему мнению, в учебном процессе прежде всего по каждой теме нужно указывать задачи и планируемые результаты ее изучения. Это поможет учителю сделать работу над темой более целенаправленной, уделяя на каждом уроке большое внимание именно тем вопросам, которые являются в ней главными.

Приступая к изучению той или иной темы, важно особенно внимательно отнестись к поставленным конкретным задачам работы над новым материалом, заранее уяснить себе, какие вопросы из ранее пройденного материала должны быть рассмотрены в связи с изучением нового, что должно получить дальнейшее развитие при изучении данной темы. Учитель должен сам осуществить подбор упражнений для устных вычислений. Важно продумать организацию каждого упражнения, чтобы была обеспечена дифференциация и индивидуализация заданий с учетом особенностей восприятия, памяти, мышления каждого ученика, уровня овладения им соответствующими знаниями, умениями и навыками. Это необходимо, чтобы создать благоприятные условия не только для усвоения программного материала, но и развития и воспитания каждого ученика в процессе обучения. Учитель сам тщательно должен продумать и структуру урока, содержание работы на отдельных его этапах, решить, какая самостоятельная работа учащихся будет организована на уроке, а что возможно и целесообразно задать на дом. Только хорошо продуманные учителем организационные формы и приемы обучения позволят оперативно восполнять пробелы в знаниях учащихся, предупреждать возникновение неоправданных трудностей, обеспечат возможность для всех учеников уверенно овладевать основными вопросами обучения.

Так, слово *лиловый* имеет лексическое значение «светло – фиолетовый», «цвета сирени или фиалки»; в этом значении отразились наши представления существенных признаках такого признака. Точность словоупотребления и состоит в соблюдении лексических норм русского литературного языка, в умении пользоваться словами в письменной и устной речи в полном соответствии с их сложившимися и закрепившимися в языке лексическими значениями. При выборе слова необходимо учитывать и его возможную, сложившуюся в языке сочетаемость с другими словами. Слова входят в словосочетания и предложения, из которых образуется речь. Звуки, морфемы, слова, словосочетания, предложения изучаются в разделах науки о языке (3, с.5). Итак, можно резюмировать следующие моменты:

1. Чтобы употреблять слова точно, надо хорошо знать их лексическое значение и при сомнении обращаться к справочникам, прежде всего к толковым словарям русского языка. Богатая и разнообразная лексика русского языка собрана в словарях.

2. Чем правильнее и точнее речь, тем она доступнее для понимания; чем красивее и выразительнее, тем сильнее она воздействует на слушателя.



3. Необходимо развивать чувство прекрасного, формировать высокие эстетические вкусы, умение понимать и ценить произведений, обратить внимание на лексические значения слов.

4. Надо помочь ученику глубже осознавать свои мысли и чувства, яснее мыслить и глубже чувствовать; надо помочь ученику это познание самого себя сделать средством познания других, средством более тесного сближения с коллективом, средством через коллектив расти вместе с другими и идти сообща к совершенно новой, полной глубоких и значительных переживаний жизни.

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О‘ЗБЕК ТИЛИ О‘ҚИТИШ МЕТОДИКАСИДА ЯНГИ БОСҚИЧ

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Annotatsiya. Mazkur maqolada o‘zbek tilini o‘qitish metodikasini yangi bosqichga ko‘tarishda xalqaro baholash dasturlari, STEM yondashuvga tayangan holda yangi avlod darsliklari va yangi ta’lim usulini takomillashtirish xususida fikr bildiriladi.

Kalit so‘zlar: o‘zbek tilini o‘qitish metodikasi, xalqaro baholash dasturlari, STEAM yondashuv, yangi avlod darsliklari, o‘quv qo‘llanmalar, ta’lim usullari.

Har qanday jamiyat rivojlanishi undagi ta’lim taraqqiyoti bilan bog‘liqligi hech kimga sir emas. Shuning tufayli fanni o‘qitishdagi dolzarb masalalar yechimini topish, uning sohalarini takomillashtirishga erishish uchun uzluksiz ravishda izlanishlar olib boriladi, yo‘l-yo‘riqlar ishlab chiqiladi. Jumladan, respublikamizda O‘zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi «O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida»gi PF-5712-son Farmoni, 21-oktabrda qabul qilingan «O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to‘g‘risida»gi Farmoniga ko‘ra innovatsion ta’lim jarayoniga o‘tish, zamonaviy kadrlarga bo‘lgan ehtiyojni inobatga olgan holda intensiv til, AKT va ta’lim berishning yangi metodlarini o‘rganish, STEAM pedagogika asoslarini, yangi kasbiy kompetensiyalarni o‘zlashtirish uchun zarur bilimlar bazasini shakllantirish kabi masalalar vazifa qilib olindi.

Shuningdek, Vazirlar Mahkamasi tuzilmasida Davlat tilini rivojlantirish departamenti tashkil etildi. Departamentning asosiy vazifalaridan biri davlat tili to‘g‘risidagi qonun hujjatlariga rioya etilishi ustidan monitoringni amalga oshirish, ushbu sohada jamoatchilik nazoratini joriy etishdan iborat ekanligi ta’kidlandi. Farmonga ko‘ra, 2020-2030-yillarda o‘zbek tilini rivojlantirish hamda til siyosatini takomillashtirish konsepsiyasi va davlat dasturi ishlab chiqiladi. Bunda davlat tili sofligini saqlash, uni boyitib borish va aholining nutq madaniyatini oshirish kabi yo‘nalishlar qamrab olindi.

Davlatimiz tomonidan o‘zbek tili ravnaqi uchun ishlab chiqilayotgan hujjatlarni amalga oshirishni qanday tashkil etish mumkin? Uni qaysi bo‘g‘indan boshlash samara beradi, degan savol tug‘iladi. Bizningcha, buni har bir bo‘g‘inda – oila, bog‘cha, ta’lim muassasalar, tashkilotlardan, aynan til me‘yorlariga amal qilishdan boshlash lozim.

Uzluksiz raqobatchilikka tayangan iqtisodiyot tezkor, tadbirkor, sharoitga ko‘ra ish tuta oladigan, maqsadga erishish vositalarini jadallik bilan yangilay oladigan faol shaxslarga muhtoj. Shuning uchun ham «O‘zbek tili o‘qitish metodikasi» fani oldiga zamon muammolari bilan bog‘lab bilim berish asosiy vazifalardan biri sifatida qo‘yildi. Ushbu fan tilning nazariy va amaliy tomonlarini o‘rganishning o‘ziga xos xususiyatlarini tatqiq etish bilan muhim ahamiyat kasb etadi. Maktabni bitirib chiqqan yoshlar ijtimoiy, iqtisodiy va madaniy hayotning turli jabhalarida muloqot va munosabatning barcha shakllarida o‘zbek tilidan bemalol, erkin, samarali va to‘g‘ri foydalana olishi, tilning cheksiz imkoniyatlaridan to‘laqonli bahramand bo‘lishi, zaruriy ko‘nikma va imkoniyatlariga ega bo‘lishlari kerak.

Hozirgi zamon talablaridan kelib chiqib, ta’lim mazmuni samaradorligini oshirish, dars jarayonini samarali tashkil etish, o‘quvchi shaxsini har tomonlama rivojlantirish maqsadida Yevropaning rivojlangan mamlakatlari va mamlakatimizda chet tili bo‘yicha uzluksiz ta’lim tizimining davlat ta’lim standartlarini ishlab chiqish tajribasiga asoslangan holda, kompetensiyaviy yondashuvga asoslangan uzluksiz ta’limning davlat ta’lim standartlari joriy etildi.

Kompetensiyaviy yondashuvga asoslangan ta’lim o‘quvchi shaxsiy imkoniyatlariga moslashtirilgan pedagogik muhitni hamda ta’lim-tarbiya jarayonini tashkil etishdir. Shundan kelib chiqib, bola shaxsining intellektual qobiliyatini rivojlantirilishga yo‘naltirilgan ta’limda o‘zbek tilini o‘qitishda quyidagilarning inobatga olinishi zarur ekani aniqlandi:

1. Kompetensiyaviy yondashuvga asoslangan ta’lim mexanizmining ishga tushishi uchun o‘qituvchi-pedagoglar zamonaviy kompyuter o‘quv dasturlarini, interaktiv faoliyatni, kashfiyotga asoslangan ta’lim usullarini amaliy foydalanishni mukammal darajada o‘zlashtirishlari zarur.

2. Yangi avlod darsliklari va yangi ta’lim usuli bilan o‘tkaziladigan mashg‘ulotlarning



samaradorligini oshirish uchun o'quvchilar qo'shimcha axborot manbalari bilan ta'minlangan bo'lishlari shart. O'qituvchilar o'zbek tili boyliklarini o'quvchilarga yetkaza oladigan qomusiy ma'lumotnoma, turli xildagi (izohli, uyadosh so'zlar, ma'nodosh so'zlar, zid ma'noli so'zlar, shakldosh so'zlar) lug'atlar, elektron darslik, audio-vizual vositalar (har bir mavzu yuzasidan sinflar kesimida taqdimot, multimediya, videorolik) bilan ta'minlangan bo'lishlari shart.

Shunda darsliklarning hozirgi hajmi hamda moddiy xarajatlar keskin qisqarib, ular asosan, har bir mavzuni o'rganish algoritmidan iborat bo'lar edi.

3. Darsliklar, elektron o'quv adabiyotlarida berilgan matnlar, testlar, mustaqil ish uchun topshiriqlar, didaktik materiallarni ham ijodiyashtirish, ham zamon talablariga javob beradigan tarzda takomillashtirish ustida o'ylash va izlanish lozim. Buning uchun darsliklarimizda o'z aksini topgan sharqona testlar, topqirlar bellashuvi, quvnoqlar va zukkolar musobaqasi, mantiqiy mashqlar uchun zarur bo'lgan savol va topshiriqlar miqdorini oshirish maqsadga muvofiqdir. Yana bir muhim jihat shundan iboratki, o'zbek tili darslik va o'quv-metodik adabiyotlarining mazmuniga xalqaro baholash dasturi PISA, TIMSS talablarini singdirish zarur.

4. O'zbek tili o'qitishda o'quv materiallari muayyan izchillikda maqsadli yo'naltirilishi, mavzuiy – muammoli tizimda, ya'ni ma'lum bir mavzu doirasida tilimizning barcha imkoniyatlaridan, ifoda va tasviriy vositalaridan bir yo'la, o'zaro bog'lanishda o'rganishga o'tish, chunonchi, fonetika, leksikografiya, sintaksis bo'limlarini o'rganishda matn yaratishning bosqichli tizimi, o'n bosqichli mustaqil, ijodiy fikrlash mashqlaridan foydalanish zamon talabidir.

5. Bolaga muloqot qilish, nutqni rivojlantirish, tilning barcha imkoniyatlarini o'rganish va rivojlantirishi uchun jismoniy, ijtimoiy, psixologik imkoniyatlarni yaratish lozim. Shaxs kamoloti to'laqonli – ong va tuyg'u, ruh va tan birligi tarzida shakllantirishga asoslanish kerak.

6. Lingvistik, nutqiy kompetensiyalarni – til sathlari (fonetika, leksika, grammatika) haqida bilimlar va tilning ifoda vositalarini (tinglab tushunish, gapirish, o'qish, yozish) egallash ko'nikmalarini shakllantirishga yo'naltirilgan lug'atlar, mashq-topshiriqlar, matn, she'r, topishmoqlar miqdorini ko'paytirish va darsliklarda aks ettirish maqsadga muvofiq.

7. O'zbek tili ta'lim sifatini boshqa davlatlarning ta'lim sifati bilan qiyoslab, ta'lim sifatini xolisona o'lchaydigan milliy tizim yaratish va xalqaro tizimga kirish, ta'lim sifatini oshirish kerak.

8. O'zbek tili fanini o'qitishning shakl, metod, texnologiyalarini yangilash va o'qituvchilarning bu boradagi bilimini oshirish, tayyorgarligini kuchaytirish maqsadida malaka oshirish kurslari rejasini takomillashtirish lozim.

9. Iqtisodiy hamkorlik va rivojlantirish tashkilotiga a'zo davlatlardagi nufuzli ta'lim va ilmiy markazlar, xalqaro hamda xorijiy tashkilotlar bilan aloqalarni yo'lga qo'yish, PISA va TIMSS baholash dasturida ishtirok etib, yuqori natijalarga erishayotgan ilg'or va rivojlangan davlatlar tajribasini o'rganish orqali o'zbek tili faniga oid barcha didaktik materiallarni shakllantirish zarur.

Yuqoridagi vazifalarning o'z vaqtida va sifatli bajarilishi mamlakatimiz ta'lim tizimining xalqaro ta'lim jarayoniga integratsiyalashuvini ta'minlaydi, sohadagi bo'shliqlarni aniqlashga, yangi vazifalarni belgilab olishga xizmat qiladi.

Xullas, ona tilini o'qitish metodikasi ijodkor, komil-u fozil inson shaxsni tarbiyalash sohasida hamkorlik pedagogikasiga hamda shaxsga yo'naltirilgan ta'lim tizimiga tayanadigan yo'lni tanladi. To'g'ri tanlangan mazmun esa maqsadga erishishga yordamlashadi.



DAVLAT TILI - MUSTAQILLIGIMIZ BELGISI

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Annotatsiya: ushbu maqolada millatimiz o'zligi bo'lgan ona tilimiz haqida bayon etilgan.

Kalit so'zlar: lug'at, rus tili, ta'lim, sinonim so'zlar, o'zbek tili.

Darhaqiqat, millatning millatligini, xalqning xalq ekanligini ko'rsatib beruvchi asosiy vosita bu uning tilidir. Til- millatning boyligi va bebaho mulki. Til- xalqning o'tmishi, buguni va kelajagini bog'lovchi ulug' karvon yo'lidir. Aslida, noyob ijtimoiy-siyosiy hodisa bo'lgan til insonga tabiatning bebaho ehsonidir. Til-ma'naviyat olamini tutib turuvchi ustun. Xalq hayotining oynasi, tiniq ko'zgidir. Til millatning o'zligi, yurt shodiyonasidir. Ammo bu shodiyonaga osonlikcha erishmadik. Tarixga nazar solsak, bu turkiy zamin ne-ne sinovlarni boshidan o'tkazmadi... Turk bosqini, mo'g'ullar zulmi, arab istilosi, rus istibdosi... Bardoshi asrlarga teng xalqimiz sabr otlig' daraxtdan o'ziga haykal qo'ydi go'yo... Qay bir bosqinchi millatning boshi uzra qonli shamshirni o'ynatar ekan, eng avvalo, ona tilimizni, dinimizni, ma'naviyatimizni yo'qotmoq istadi.

Ha, ona tilimiz ajib bir gul ediki, g'unchasidan judo etdilar, shunday bir daraxt ediki, quyosh tomon oshiqqan novdalarni chopdilar, ammo "kallaklangan tut" singari yana yuksaklarga intilaverdi. Ona tilimizni yo'qotmoq istagan kimsalar yetmish ikki tomirini yo'qotib bo'lmasligini, ona allasi bilan kirgan tilimizga muhabbat tuyg'usini qalbdan chiqarib bo'lmasligini qayerdan bilsin?! Birinchi Prezidentimiz aytganlaridek: "Jamiki ezgu fazilatlar inson qalbiga, avvalo, ona allasi, ona tilining betakror jozibasi bilan singadi. Ona tili-bu millatning ruhidir."

1989-yil 21-oktabr. Bu kun xalqimiz tarixida o'zini tanigan kunlardan biri bo'lib qoldi.

Bu kuni turli istibdodlar davrida toptalgan, xorlik zanjiri ila bog'langan ona tilimizga Davlat tili maqomi berildi. Ushbu tarixiy sanaga o'ttiz bir yil to'ladi.

O'zbek tilining rivojlanishida behisob hissa qo'shgan buyuk shaxslar ko'p. Bulardan tilimizning otasi M. Qoshg'ariy, uning "Devoni lug'oti turk" lisoniy qomusi, Yusuf Xos Hojibning "Qutadg'u bilig" asarlari diqqatga molikdir. Shu o'rinda o'zbek adabiy tiliga asos slogan, uni Davlat tili maqomiga ko'targan millat fidoyilaridan biri bobomiz Alisher Navoiy nomini tilga olmaslik mumkin emas, albatta. Har gal tilimizning ravnaqi haqida gap ketganda Navoiy-u Boburlarni, Mashrab- Ogahiyarlarni tilga olamiz. Bugungi dorilomon kunlarga yetishishimizda, tilimizning barhayotligida A.Qodiriy, Cho'lpon, Fitrat, Usmon Nosir kabi zukko yozuvchi va shoirlarimizning xizmatlari beqiyos. Qatag'on qurbonlari deymiz, o'z tilini tan olib, uning ravnaqi yo'lida xizmat qilib, tilning yo'qolib ketmasligi uchun jonini tikkanligi sabab ham hukm chiqarilishida kutmay otilgandirlar, balki.

Ona tilimizga Davlat tili maqomi berilgach 24 moddadan iborat Davlat tili haqidagi qonun ishlab chiqildi.

Ma'lumki, har bir xalqning o'ziga xos, milliy, insoniy qadriyatlari bor. Inson faqat til bilish orqaligina boshqa millatlarga xos azaliy va abadiy qadriyatlardan bahramand bo'ladi. Barkamol inson bir necha tilni bilish orqaligina o'zida boshqa xalqlarga xos bo'lgan eng yaxshi fazilatlarni kamol toptirishi mumkin. Til bilish insonlarni yaqinlashtiradi, har qanday qiyin muammolarni osonlikcha yechishga imkon beradi. Ammo o'z ona tilini bilmay, uni mensimay boshqa tillarga ko'r-ko'rona yondashishchi? Ba'zi do'stlarimning tilida uchrab turadigan boshqa tillardan kirib o'zlashib ketgan so'zlarni eshitib lol qolaman. Til bilgan yaxshi, ammo uni o'z o'rnida qo'llay olish undan ham yaxshi...

Har qanday jamiyat a'zosining ma'naviyati, eng avvalo, o'z milliy tili va adabiyotiga munosabati, ularni nechog'li qadrlay bilishiga bog'liq. Bugun boy ma'naviyatli, dunyoqarashi keng, barkamol bo'lib voyaga yetishimizda, avvalambor, o'z ona tilimizni mukammal bilishimiz darkor deb o'ylayman. Menimcha, odam go'dakligidayoq ona tili ta'sirida bo'ladi. Shuning uchun bolaga yoshligidan o'z tiliga e'tiborli bo'lish, u bilan g'ururlanish hissini uyg'otish lozim. Ayni kunlarda, axborotlar asrida internet orqali buyuklarning fikrlarini, shuningdek, kitob o'qiyotganimda ularning dono o'gitlarini yozib qo'yishga va kerakli o'rinlarini yod olishga odatlanganman. Dilimda o'qish zavqi tug'yon urayotgan ushbu kunlarda faqat badiiy asarlar o'qish ishtiyoqi menga tinchlik bermayapti, ayniqsa, ajdodlar hayoti bitilgan kitoblarni sevib mushohada qilish jarayonida ushbu satrlarni yon daftarimga qoralab qo'ygan edim:



“Ona tilida fikrlashga, toza gapirishga, nutqingizni har xil yot unsurlardan saqlashga harakat qiling. Qayerda va kim bo‘lmasin, ona tilini kamsitishlariga also yo‘l qo‘ymang. Til mavsumiy libos emaski, ob-havoning o‘zgarishiga qarab almashtirilsa. Onaizor, Vatan, millat kabi tushunchalarning har biri betakrordir. Ona tili ham bitta. Agar o‘z xalqingiz orasida soqov va yot bo‘lib qolishni istamasangiz, ona tilini puxta o‘rganing, uni boshingizga ko‘taring. Kishi boshqa tilda bilimli bo‘la oladi, ammo faqat ona tilidagi bilimigina bekam-u ko‘st bo‘lishi mumkin. Ona tilini e‘zozlashni, qadrlashni va asrashni ma‘rifatli millatlardan o‘rganing.” G‘aybullas-Salom tomonidan yozilgan ushbu satrlar naqadar ta‘sirli, kishini o‘ylashga chorlovchi fikrlar... Barchani chuqur jumbushga solayotgan bugungi kasallik tugab jonajon maktabimga yo‘l olsam, albatta, ushbu jummalarni ona tili fani ustozimga ham ilinaman.

Ona tilim... Onamning allasi, sening chiroyli so‘zlaring, ajdodlarimiz g‘ururi, qancha g‘amgin yuraklar orzusi, qalbinga yorug‘lik berayotgan ilm ziyosi ham sensan. Bizni jahonga tanituvchi faxrimiz, g‘ururimiz ham sensan. Boshimizni baland qilgan ona tilim, qancha ko‘zyoshlar va qurbonliklar evaziga qaytgan ona tilim, naqadar azizsan. Janglardan omon chiqqan pahlavonga o‘xshaysan. Senga bu tarix qancha jafotoshlarini otsa ham, shu o‘zbek xalqi timsoli bo‘lib yashading. Sen buyuk tilsan. Senda buyuklar ijod qilgan. Lekin bir paytlar sen haqingda she‘rlar-u g‘azallar yozib, sha‘ningga maqtovlar qila olarmidik. Yo‘q, til qadrini bilmas, zabonsiz kimsalar seni oyoqosti qildi, g‘ururingi toptashdi. Buyukligingni yo‘q qilmoqchi bo‘lishdi. Bizning qadimiy tilimizni unutmoqchi bo‘lishdi. Lekin sening takrorlanmas, bebaho soz‘laringni unutmadik. Sen Davlat tili maqomini olgan kuningdan boshlab qaytadan dunyoga kelgandek bo‘lding.

Ona tilim –sen g‘ururim, sen orim, shavkatim va iftixorimsan.

Foydalanilgan adabiyotlar:

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2. 11-sinf “O‘zbek tili” 2018-yil.
3. “Til va adabiyot ta‘limi” 2006-yil.



USEFUL TECHNIQUES IN TEACHING ENGLISH VOCABULARY

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Annotation: This article is devoted to how to teach English vocabulary among the students and some techniques used during the lesson. With the help of various examples, the cases of usage are presented in this article.

Key words: method, techniques.

Ключевые слова: методы, техника.

As we know that English language is becoming more and more popular all over the world and in all spheres of life; in particular, anyone who wants to succeed in the business world has to be able to speak English. Learning vocabulary is a very important part of learning a language. *As Michael McCarthy said, “The biggest component of any language is vocabulary”*. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Knowledge of vocabulary has a serious influence on general language competence. The more words students know, the more secure they feel and the more willing they are to communicate. But how can they best process new words? And how can teachers make it easier for their students to learn new words and retain them in their long-term memories?

In order to create a focus on vocabulary acquisition, teachers need to integrate vocabulary teaching concretely and directly into their lesson plans. Vocabulary has its place in every lesson and can be organically pulled from the other skill areas covered in the lesson. A collaborative, student-centered approach works well, and ensuring that each student provides a word for a collaborative wordlist makes them all accountable. Perhaps the students may be asked to work on their collaborative wordlist for the first ten minutes of the lesson – every lesson; or maybe it could be set as a group homework assignment. In this way, vocabulary work can be either the appetizer or the

dessert course to any lesson. Electronic (try PowerPoint or others) and hard copy wordlists should include the following:

Must-haves for wordlists:

- student’s name (so that if there is an error, you can find out which student is accountable)
- picture of the word (or a picture that describes the word)
- translation of the word
- example
- suffix/prefix
- pronunciation (through the phonemic alphabet or, on an electronic wordlist, with a sound clip so that the students can hear the word being pronounced).

Some students often complain of not knowing the words in a text- which is not surprising, because the level of the English language is high at University/high educational institutions.

Here is a selection of them that you might like to try with students.

1. Labelling images. Putting new words in a picture or diagram gives the students a useful visual



reference. Those students who learn words best by seeing them written down will benefit from this technique. Actually drawing the picture or diagram is a way of stimulating creative thought, which helps making memorization easier. Students can also be encouraged to draw pictures and words in the air with their hands if they find this is a good way to help them remember them. In the example here, the student has drawn a body and labelled the different parts, but you could also get them to draw a house or flat and write the names of the rooms, the furniture, etc.



2. Using sticky notes. Writing new words on sticky notes, together with a translation, synonyms and example sentences, is another technique which will appeal to students who like to write things down and learn by seeing words in their written form. The sticky notes can be put in those places where the students spend most of their time or where they are sure to see them several times a day. Each time they look at the note, they revise the words. When they have finished with one note, they can stick up a new one.

3. Creating associations. Some students learn by making associations between a new word and one they already know. These associations are very personal, so the students must be left free to create their own: the ones that will work for them. The teacher could give some hints, however. The point is that, the word will be memorized and years later, the students will be able to remember it. Learning a word is a relational process. For example, many years ago I tried to memorize the word syringe by associating it with Syria. There is no logic to the association, but the word is still in my memory!

4. Reading books. Another technique is to read books and to write down new words as you encounter them, learning them in the context of the story. Some students will be able to remember not only the word, but even the page and the position on the page where a word was printed. The more you read, the more you learn. You will pick up new words without even realizing it when you read. Reading lets you see how words are used in sentences, and lets you understand them through context clues.

5. Listening to audio input. Students who like to learn by listening should be encouraged to enlarge their vocabulary by spending as much time as possible listening to recordings, the radio, podcasts, etc.

6. Working with a dictionary. One of the best techniques for expanding vocabulary is to write down words from the dictionary in groups, for example a group of compound words made from two other words, such as headache, lighthouse, snowman, etc. Dictionaries provide not only definitions of words, but also phonemic transcriptions. These are especially useful given the confusing nature of English spelling, which often misleads us as to how words should be pronounced (consider, for instance, though, trough and thought).

7. Finding international words. Students can be told to look for international words, those which also occur in their native language(s). There are plenty of examples nowadays. Sometimes we even do not realize that a word from our mother tongue is used in English or vice versa. For example, boss, catastrophe, hooligan and tornado are all English words which come from other languages. Students who like to learn by listening will find the similar sounds an aid to memorization.

In all of above sentences, both English teachers and students can develop their vocabulary level. But it is very important how to teach it. Firstly, it depends on the teachers. In vocabulary lessons teachers should plan how methods they can use in any part of the lesson, then they pay attention students' psychology. Which student can learn best in any technique? Just then



they identify their preferred vocabulary technique. For this, they can take a simple experiment. Students are divided into small groups and played a game. The game seems like that: First group gives a word to another. Then the members of other team begin answering. Some students can immediately answer when they listen the question. Others write down and decide, then answer. But the third ones write nothing: try to connect/create associative words. In that time teachers can identify their learning tips and suggests using which technique is best for them.

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TIPS FOR LEARNING ENGLISH BY TRAVELLING

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Annotation: In the given article the increasing role of tourism, due to its development in the recent years, in learning foreign languages, particularly the English language is discussed.

Key words: communicative knacks, crosscultural communication, cultural boundaries, travelling abroad.

Nowadays life demands knowing a lot of things and in this fast-paced world we wish to go with the times. That's why more and more people apprehend the value of foreign languages, particularly English, as it is regarded as one of the most widespread and widely-used languages in the world. Some of us study it merely in schools, colleges and universities, others attend different courses. And only a small number put their utmost to improve it with the aim of talking fluently and utilize it in work, studies or everyday life. So we try to find the fruitful ways of enhancing our speaking competency and common knowledge of this language. Nowadays there is a great variety of means to achieve such intentions, and one and all can single out the best one. Looking for some special way to upgrade our English, we draw on a great number of methods, which have their pros and cons. And sole travelling abroad and good practice could back us up to comprehend that it's the first and foremost means of enhancing English communicative knacks. According to the recent studies, in 2008, approximately 56% of Europeans were bilingual and 38% of them spoke English. Experts predict that by 2020, 30-35% of the Asian population (versus today's about 8-10%) will use English daily. Within the limits of the world civilization process, scientific-technical progress, means of transport development, forthcoming technological possibilities, and also greater opening up of limits between states, the modern person has received unlimited possibilities to contact with representatives of other cultures. It means that in present conditions crosscultural communication is carried out in different spheres of human life: economic, political, military cooperation, different cultural events (exhibitions, festivals and so on), studying abroad, fashion, sport and tourism (travelling). An individual as a bearer of definite culture is one of the key channels of crosscultural communication. That's why according to one of the outstanding authors.: "tourism phenomenon as one of the main forms of cross-cultural communication deserves special attention". In modern Uzbekistan, the amendment of the tourism issue as a cross cultural communication phenomenon represents great scientific and practical interest. Not long ago, Uzbek nation possessed the possibility of make their direction to a foreign soil without difficulty; it led to tourism development. The trivial of this topic is confirmed by the fact that tourism began to be considered by Russian and foreign authors more often. The role of travelling abroad in the modern world is enormous, as we have the amenities not only to have a rest, but to enrich ourselves with cultural, historical and communicative plans. Tourism is one of the leading and most dynamic fields of the world economy. It was recognized as the economic phenomenon of the century for quick growth rate and it's becoming the most important sector over recent years. To the view of some authorities: "In many countries tourism plays a significant role in actuation of foreign -trade balance. It influences greatly such key fields of the economy as transport, communication, construction, agriculture and the production of consumer goods, in other words, it plays the role of special accelerator of social economic development". This means that the role of tourism is irrefutably important. Therefore, travelling abroad can be considered one of the best means of enhancing English communicative skills. People are crossing national and cultural boundaries more easily and more frequently than ever before. This is especially true for people participating in short term stays for business, travel and tourism. Furthermore, taking a trip abroad and converse with native speakers to hear their particular accent and vernacular and to practice everyday speech patterns. Remembering to use multiple resources will provide greater satisfaction and accelerate your progress in English. The idea struck us that we could go abroad, travel to Europe or even America and try to merge into another culture and consequently, improve English, having more practice. It is a fact that it is impossible to conceive of a person being communicatively competent without



being linguistically competent. In order for communication to be successful, learners need to know the appropriate social conventions. And in order to develop communicative skills it's important to come face-to-face with another culture, to be part of it even for a short period of time. Only travelling abroad can help you achieve this aim. Being acquainted with new traditions the first or two weeks will probably be some of the toughest weeks of your life, but also the most rewarding. Especially, if they have a desire to travel with the purpose of learning a language will not only enrich their day-to-day travel experiences, as well as the daily necessity of interacting with local people has been the impetus they need to advance in English. but meaning that they come home with a new skill, ready for their next worldly adventure or future job application. [1] To put in a nutshell, Learning English through following new trends and travelling abroad makes people willing to learn the language, develop their ability to speak fluently and advocate them to overcome the language divide. Therefore, the aim of this article is to detect the best way of enhancing communicative skills in English and prove that travelling abroad can be considered one of the means of speaking skills development.

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ОБУЧЕНИЕ, ОРИЕНТИРОВАННОЕ НА УЧАЩИХСЯ: ВСЕ НАЧИНАЕТСЯ С УЧИТЕЛЯ.

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Аннотация. Термин «обучение, ориентированное на учащихся» относится к широкому спектру образовательных программ, опыта обучения, учебных подходов и стратегий академической поддержки, которые предназначены для удовлетворения различных учебных потребностей, интересов, стремлений или культурного происхождения отдельных учащихся и групп учащихся. Для достижения этой цели школы, учителя, консультанты и другие специалисты в области образования могут использовать самые разные образовательные методы, от изменения заданий и учебных стратегий в классе до полного изменения способов, которыми учащиеся группируются и обучаются в школе.

Ключевые слова: учащийся, компетенции, интерес, роль, участие, формирование.

Вы когда-нибудь посещали сессию конференции и видели, как группы учителей уходят посередине? Больно смотреть, но вполне понятно. Часто они уходят, потому что сеанс не соответствует их ожиданиям. Давайте будем честными: когда учителя и/или администраторы посещают учебные мероприятия, каково единственное неоспоримое ожидание - без которого сеанс считается неудачным? Ответ: уйти с навыками и стратегиями, которые можно использовать немедленно, чтобы повлиять на обучение и рабочие обязанности.

Достижение этой цели означает понимание того, что ценят участники, и вовлечение их в эти области. Эффективное профессиональное развитие учитывает то, что, по мнению учителей, поможет им стать более эффективными. Это касается и их учеников. Учащимся может быть запрещено покидать класс, если обучение их не касается, но есть много других способов, которыми они могут воспользоваться.

Учебные классы, ориентированные на учащихся, включают учащихся в планирование, реализацию и оценку. Вовлечение учащихся в эти решения потребует от них большей работы, что может быть хорошо. Учителя должны привыкнуть к смене своего стиля руководства с директивного на консультативный - с «Делай, как я говорю» на «Исходя из ваших потребностей, давайте совместно разработаем и реализуем план действий».

Разрешить учащимся участвовать в принятии решений. Чтобы поставить учеников в центр их собственного обучения, необходимо их сотрудничество. Им нужен голос в том, почему, что и как формируется учебный опыт.

Учащимся необходимо понять ценность предмета, словарного запаса и навыков, прежде чем они захотят приложить усилия. Ответы «Это обязательный учебный план», «Вам это понадобится для теста» или «Потому что я говорю, что это важно» предназначены для экономии времени, но они приводят только к тому, что учащиеся на словах повторяют остальную часть инструкции. Показывать актуальность с точки зрения учеников аналогично тому, как учителя проходят профессиональное развитие, связанное с работой.

То, что изучается, предполагает, что учащиеся выбирают фокус содержания. Пусть их интересы определяют содержание, которое учит навыкам и концепциям. Например, при обучении убедительному письму некоторые ученики могут захотеть деконструировать рекламу, обзоры продуктов, статьи или точки зрения на социальные проблемы. Лучшая стратегия - просто спросить, что ученики хотят исследовать. Начните с мозгового штурма того, что им нравится делать, и обсудите их вместе, чтобы сопоставить их интересы с навыками и концепциями.

То, как будет продемонстрировано обучение, зависит от различных способов понимания учащимися. Предлагайте различные варианты продуктов в зависимости от того, что вы знаете о своих учениках. Безопасный подход - предложить три варианта. Учитель разрабатывает два варианта, исходя из того, что нравится большинству учеников. Третий вариант - пустой чек - учащиеся предлагают свой собственный продукт или представление. Если предложение соответствует академическим требованиям, возможно, после некото-



рых переговоров, ученик получает зеленый свет.

Дайте учащимся возможность взять на себя ответственность за занятия, даже если они могут не обладать всеми навыками содержания. Ученики являются потребителями законченного образования. Ребенок в третьем классе знает три года преподавания и обучения, а десятиклассник - десять лет.

Хотя содержание усложняется, школьная среда кардинально не меняется. Ученики изучают математику, естественные науки, родной язык, английский язык и историю, а также другие предметы и общаются с экспертами в области образования (учителями). Ученики-ветераны, как и опытные учителя, знают, какие типы обучения лучше всего подходят им самим.

Сократите прямое обучение учителя за счет увеличения учебной деятельности под руководством учащихся. Некоторые подходы включают: Выбор на основе интересов; Центры по интересам (также относится к учащимся средних и старших классов); Час гения.

Признайтесь, что ученики - это отражение нас как учителей. Когда преподаватели чувствуют, что их профессиональный опыт уважается во время уроков, их заинтересованность и вовлеченность возрастают. Уверенность возрастает по мере того, как они понимают, как их существующий опыт вписывается в изучаемые новые концепции.

Дети и подростки одинаково нуждаются в том, чтобы учебная программа была представлена в значимом для них контексте. Им необходимо понимать, как подходят их существующие таланты и как они могут уверенно применять эти навыки значимым образом в своей жизни вне школы. По возможности показывайте на уроках отношения из реального мира. Для более глубокого опыта попросите учащихся применить навыки таким образом, чтобы поддержать или улучшить их текущий «реальный мир».

Откажитесь от потребности в контроле. Мой сын в пятом классе поделился этими мудрыми словами относительно школьных и домашних занятий: «Почему они (учителя) продолжают говорить о реальном мире? Это мой реальный мир».

Дети и подростки создают объемы контента через социальные сети, такие как YouTube, подкасты, Minecraft и telegram. Некоторые зарабатывают деньги в процессе. Благодаря своим увлечениям, эти молодые люди создают последователей и присоединяются к другим по мере создания и расширения социальных сетей. Когда эти же авторы контента и преподаватели поступают в школы, все, что они знают и могут создать, остается в стороне. Тем не менее, когда они заканчивают школу, они собирают навыки, оставшиеся за пределами школы, и восстанавливают связь со своими реальными сетями.

Ученики приносят много вещей, которые могут заинтересовать и углубить их учебный путь. Сложная задача - и первый шаг - это обязательство учителя размышлять о методах, которые помогают учащимся брать на себя инициативу.

Всегда старайтесь использовать любые возможности.

Подход к обучению, ориентированный на учащихся, побуждает учащихся брать на себя большую ответственность за свое обучение и представляет собой процесс, который в значительной степени опирается на профессиональную уверенность в том, чтобы «отпустить» традиционные обязанности преподавателя.

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РУС ТИЛИ ДАРСЛАРИДА РАҚАМ ҚАТНАШГАН МАҚОЛЛАРНИНГ АҲАМИЯТИ

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Аннотация: Мазкур мақолада рус тили дарсларида фойдаланиладиган математик мақоллардан намуналар келтирилган.

Калит сўзлар: Мақол, ҳикматли ибора, қофиядошлик, таълим ва тарбия ўчоғи, рус тили, тарбия олиш усуллари, камолот, маъно

Маълумки, **мақол** — халқ оғзаки ижоди бўлиб, қисқа ва лўнда, образли, грамматик ва мантикий тугал ма'ноли ҳикматли ибора, чуқур мазмунли, муайян ритмик шаклга эга жанр. Мақолларларда авлод-аждодларнинг ҳаётий тажрибалари, жамиятга муносабати, тарихи, руҳий ҳолати, этик ва эстетик туйғулари, ижобий фазилатлари мужассамлашган. Асрлар мобайнида халқ орасида сайқалланиб, ихчам ва содда поэтик шаклга келган. Мақолларлар мавзу жиҳатдан ниҳоятда бой ва хилма-хил. Ватан, меҳнат, илм-ҳунар, дўстлик, аҳиллик, донолик, хушёрлик, тил ва нутқ маданияти, севги ва муҳаббат, салбий ҳислатлар хусусида ранг-баранг мақолларлар яратилган. Мақоллар учун мазмун ва шаклнинг диалектик бирлиги, кўп ҳолларда қофиядошлик, ба'зан кўп ма'нолилик, мажозий ма'ноларга бойлик каби хусусиятлар характерли. "Каттага ҳурматда бўл, кичикка иззатда бўл". "Етти ўлчаб бир кес!...Асосийси, мақоллар орқали инсонлар тарбияланади, камолотга етади. Бу мақолларни оилада катталар ўғитларидан олсалар, мактабда еса устозлар сабоқлариданб, тил ўрганиш жараёнларида ўзлаштирадидлар ва ўрганадилар. Мактаб таълим ва тарбия ўчоғи бўлгани учун ҳар бир фан ўқитувчиси таълим билан биргаликда тарбия ҳам бериши лозим. Жумладан, рус тили фанини ўрганишда, нутқ бойликларини оширишда, тарбия бериш жараёнида мақолларнинг ўрнини таъкидлаб ўтиш лозим. Айни пайтда мақоллар ҳаддан ташқари кўплиги боис мазкур мақолада математик мақоллар орқали рус тилини ўрганиш ва тарбия олиш усуллари ҳақида тўхталиб ўтамиз. Куйида рақамлар қатнашган мақоллардан намуналар келтираимиз.

1 рақами қатнашган мақоллардан намуналар.

1. Глуп да ленив одно дважды делает.
2. Доброе дело одно одного лучше, худое — одно одного хуже.
3. Живут один раз: не потом, а сейчас.
4. Жизнь и доверие теряют лишь один раз.
5. Лицемерие и ложь — одно и то ж.
6. Лучше один раз увидеть, чем сто раз услышать.
7. Хорошая работа не один век живет.
8. Одна у человека родная мать, одна у него и родина.
9. Одно дерево — не лес, один человек — не народ.
10. От любви до ненависти — один шаг.
11. Сто друзей мало, один враг — много.
12. Хорошая работа не один век живет.
13. Все за одного, а один за всех, тогда и в деле будет успех.
14. Все минется, одна правда останется

2 рақами қатнашган мақоллардан намуналар

1. Горе на двоих — полгоря, радость на двоих — две радости.
2. Два запора — губы да зубы, а языку удержу нет.
3. Два раза молоду не бывать.
4. Доброе дело два века живет.
5. Молод да умен — два угодья в нем.
6. Не изведен — друг, а изведен — два друга.
7. Ум хорошо, а два лучше.

3 рақами қатнашган мақоллардан намуналар



1. Заведутся злыдни на три дня, а не изживешь до веку.
2. На чужой стороне три года чертом прослывешь.
3. Не узнай друга в три дня, узнай в три года.
4. В августе мужику три заботы: и косить, и пахать,и сеять.

7 рақами қатнашган мақоллардан намуналар

1. У лжеца на одной неделе семь четвергов.
2. Наговорил семь верст до небес и все — лесом.
3. Семь лет зима по лету, а семь лет лето по зиме.
4. Семь раз отмерь, один раз отрежь.
5. Семь раз проверь, прежде чем не доверять кому-либо.
6. У лжеца на одной неделе семь четвергов.

100 рақами қатнашган мақоллардан намуналар

1. Голого нищего и сто разбойников не ограбят.
2. За доброго человека сто рук.
3. Лучше один раз увидеть, чем сто раз услышать.
4. Не имей сто рублей, а имей сто друзей.
5. Одним махом сто побивахом, а прочих не считахом.
6. Русы волосы — сто рублей, смелая голова — тысяча, а всему молодцу и цены нет.
7. Сказанное сто рублей стоит, несказанному и цены нет.
8. Сто друзей мало, один враг — много.
9. Умная голова сто голов кормит, а глупая и своей не прокормит...

Бу каби мақолларни исталганча келтириш мумкин. Асосийси мазкур мақолларни ёд олиш ва маъносини тушуниш орқали ҳам ўқувчиларимиз рус тилини ўрганишлари осон ва қулай бўлади. Мақолларни ўрганиш барорида тарбияланиб, тобланиб борадилар...

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ОНА ТИЛИ ВА АДАБИЙОТ ДАРSLARIDA О'QUVCHILARNI KOMMUNIKATIV MULOQATGA O'RGATISHDA DARS SAMARADORLIGINI OSHIRISH YO'LLARI

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Annotatsiya: Ushbu maqola ona tili va adabiyot darslarida o'quvchilarni kommunikativ muloqatga o'rgatishda darslar samaradorligini oshirish yo'llari korsatib berilgan. Interfaol metodlarni qo'llash bilan birga innovatsion texnologiyalardan ham foydalanish afzalliklari haqida ma'lumotlar berilgan.

Kalit so'zlar: kommunikativ, samaradorlik, dars, ta'lim, interfaol, o'quvchi, metod, fan, uslub.

O'zbek tili va boshqa tillarni o'rgatishda kommunikativ muloqatga o'rgatuvchi zamonaviy metodlardan foydalanish dars samaradorligini oshirish bilan birga o'quvchilarning fanga, tilga bo'lgan qiziqishini yanada oshiradi va dunyoqarashini o'stiradi. O'qituvchi interfaol metodlarni qo'llash bilan birga informatsion texnologiyalardan foydalanishi til o'rganishda ko'proq samara beradi. O'qituvchilarning ona tili va adabiyot darslarida audio, video materiallaridan, darslik va qo'llanmalardan, multimedia va elektron darsliklardan foydalanishlari zamonaviy talablaridan biriga aylantirmoqda. Shuningdek bugungi kunda ta'lim jarayonida elektron resurslar, multimedialardan keng foydalanilmoqda. Ona tili va adabiyot darslari oldiga qo'yiladigan vazifalar va ularni amalga oshirish yo'llari, har qanday mukammal dastur asosida yaratilgan takomillashgan darslik, samarador usullar bilan o'quvchilar ongiga singdirilgandagina kutilgan natija berishi mumkin.

Hozirgi zamon talabi darajasida dars o'tish uchun o'qituvchilar didaktika va tarbiya nazariyasi bilan puxta qurollanishi, innovatsion texnologiyalardan foydalanishi, o'z fani bo'yicha yangiliklardan boxabar bo'lishi, dars o'tishning noan'anaviy usullarini amaliyotda qo'llashi, o'quvchilarning bilimi, malakasi va ko'nikmalariga mos tarzda ta'lim mazmunini yangilashi, o'qitishda AKT vositalaridan foydalanishi o'quvchilarni ijodkorlikka, mustaqil fikrlashga, yangi pedagogik texnologiyalarga muvofiq ona tili va adabiyot materiallarini tayyor holda o'zlashtirmay, uni izlashi, ijodiy faoliyat ko'rsatishi o'quv jarayonini qiziqarli va mahsuldor qilish hisobiga o'quvchilarda materialni anglab olish motivatsiyasi ortadi, mustaqil ishlash va o'zini-o'zi nazorat qilish ko'nikmasi rivojlanadi, darsning samaradorligini va har bir o'quvchining o'zlashtirishini ta'minlaydi, har bir o'quvchining fikrlashini, bilish hissiyatini, maqsad sari intilishlarini, ma'naviy tasavvurlarini rivojlantirish hisobiga umumiy faol rivojlanishga erishiladi va sinfdagi barcha o'quvchilarning faol ishlashini ta'minlanadi.

Ona tili va adabiyot darslarida axborot texnologiyalaridan foydalanish ikkita asosiy masalani yechish bilan bog'liq, ya'ni o'quvchilarni yangi texnikaviy vositalardan foydalanishga o'rgatish va o'quvchilarning dars va darsdan tashqari faoliyatida yangi imkoniyatlarini ochish va takomillashtirish maqsadida kompyuter texnologiyalaridan foydalanish maqsadga muvofiq deb o'ylayman. Shuning uchun darslarda axborot kommunikatsiya texnologiyalaridan foydalanib dars jarayonini tashkil qilish dolzarb hisoblanadi, chunki o'quvchilarida ko'rgazmali-obrazli fikrlash rivojlangan, shu boisdan ham dars jarayonini kompyuter texnologiyalaridan foydalanib tashkil qilish juda muhim. Buning uchun sifatli ko'rgazmali materiallarni maqsadli tarzda juda ko'p tayyorlash va undan foydalanish zarur, bilimni qabul qilish jarayoniga yangi ko'rinishlarni, ya'ni tovushlar, slaydlar, animatsiyalar tadbiq qilish bilan ko'rgazmali-tasvirli-tushuntirish uslubidan faoliyatli uslubga o'tishga imkoniyat yaratadi, bunda o'quvchi o'quv jarayonining faol ishtirokchisiga, sub'ektiga aylanadi. Bu esa o'quvchida bilimni anglagan holda o'zlashtirishga imkon yaratadi.

Shu boisdan ham zamonaviy ta'lim tizimida ona tili va adabiyot darslarida kompyuter texnologiyalarini qo'llab dars jarayonini tashkil qilish, bilim olishga bo'lgan qiziqishlarini, ijodiy va intellektual sifatlarini shakllanishiga, estetik jihatdan tarbiyalanishiga, mustaqil harakat qilishini rivojlanishiga olib keladi. Mustaqil faoliyatning rivojlanishi esa bu shunday jarayonki, maktabdagi butun o'quv davrida uzliksiz davom etadi, o'quvchilarda o'quv faoliyatining sub'ekti sifatida amaliy yoki o'quv masalalarni o'qituvchining yordamisiz bajara olish ko'nikmalarini ifodalaydi.



O'quvchilarning o'quv jarayonidagi tashabbuskorligini uning kundalik faoliyatidagi natijalari bilan baholash mumkin. Ayrim o'quvchilar bajargan mashqlarini tushuntirib beraolmasada o'zining olgan bilimlarini yozma ravishda juda yaxshi va oson ifodalaydilar.

Bilim olishda ijodiylikning shakllanishi - bu o'quvchining o'quv topshiriqlarini rasmiylashtirishda yoki uni bajarishning yangi usullarini izlashda namoyon bo'ladi. O'quvchilarning guruh bo'lib yoki jamoaviy shaklda ijodiy topshiriqlarni bajarishlari samarali bo'ladi. O'quv jarayoniga axborot kommunikatsiya texnologiyalarini qo'llash natijasida ona tili va adabiyot darslarida o'quvchilarda jonlanish, tashabbuskorlik, faol bilim olish ko'nikmalari yanada rivojlandi, dars jarayoni qiziqarli va mazmunli bo'lishi ta'minlandi, ta'lim samaradorligi maqsadli yo'naltirildi. Shu boisdan ham ona tili va adabiyot darslarini unumli, samarali, faol bo'lishi va o'quvchilarning ham faolligini oshirish maqsadida turli hildagi taqdimotlardan foydalanmoqdamiz.

Xulosa qilib aytganda, innovatsion texnologiyalardan foydalanish dars samaradorligini oshiruvchi vositadir. Bu ta'lim o'quvchilarning bilimlarini mustaqil egallashga undovchi o'qitishning muammoli uslubidir.

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**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
МАВЗУСИДАГИ РЕСПУБЛИКА 22-КЎП ТАРМОҚЛИ
ИЛМИЙ МАСОФАВИЙ ОНЛАЙН КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ**

(7-қисм)

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