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ИЛМИЙ-АМАЛИЙ
ТАДҚИҚОТЛАРИ
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- » 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
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- » Физика-математика фанлари ютуқлари
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- » Геология-минерология соҳасидаги инновациялар



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**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
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"Ўзбекистонда илмий-амалий тадқиқотлар" [Тошкент; 2021]

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Ушбу Республика-илмий онлайн конференция 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналишлари бўйича Ҳаракатлар стратегиясида кўзда тутилган вазифа - илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишланган.

Ушбу Республика илмий конференцияси таълим соҳасида меҳнат қилиб келаётган профессор - ўқитувчи ва талаба-ўқувчилар томонидан тайёрланган илмий тезислар киритилган бўлиб, унда таълим тизимида илғор замонавий ютуқлар, натижалар, муаммолар, ечимини кутаётган вазифалар ва илм-фан тараққиётининг истиқболдаги режалари таҳлил қилинган конференцияси.

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ПЕДАГОГИКА ВА ПСИХОЛОГИЯ СОҲАЛАРИДАГИ ИННОВАЦИЯЛАР

HOW IS TODAY'S EDUCATION SYSTEM BEING SHAPED BY SOCIAL MEDIA?

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There's no disputing that everything has changed since social networks and social media entered our lives. Starting with the way we mingle, interact, organize events, and even the frequency with which we go out. We won't get into a discussion on the ethical implications of how Social Media affects our lives. Instead, the focus of this paper will be on the multiple ways in which social media is altering the educational system. So stay tuned to see what impact social networking has on how our children are educated both in and out of the classroom.

Effects of Empowerment

From elementary school to university graduation, social media plays an important role in empowering parents, students, and teachers to share knowledge and develop communities in new ways. According to statistics, 96 percent of students with internet access use at least one social networking site. What's more remarkable is that, while some students use social media for entertainment and other purposes, a large number of them utilize it to promote a variety of constructive and beneficial activities. Everything is conceivable, from getting a summer internship to sharing a success story about how to win the student loan war to collaborating on multinational projects.

Is it possible to implement in schools?

When it comes to social media, schools use a variety of approaches. When it comes to sharing information or organizing school tasks, they are widely seen as beneficial. At the same time, social networking is being blamed for kids' lack of concentration in class.

However, a growing trend of students using social media at school is beginning to emerge. Why not do it during school hours as well, since kids already spend so much time on social media and communicating with others outside of school hours?

It's a matter of practicality, because using the internet realm to connect with your pupils makes perfect sense because they're already there the majority of the time. Another case study on the use of social media in classrooms is unnecessary. Simply walking down the halls of any school or colleague will see children of all ages engrossed in their smartphones. Their daily routine includes scrolling through their news feed, sharing images on Instagram, and sending Snapchat messages.

How Can Educators Break Into the Online World?

Moodle and Blackboard are only two examples of learning management systems that have been used for more than ten years to support online learning. Such technologies will gradually but steadily lead to the actual use of social media in classrooms. And the most effective instrument accessible to instructors is social media.

Katie Benmar, Freshman: "The best professors I've ever had have used technology to enhance the learning experience, including Facebook sites and events for upcoming projects."

Students respond positively when a teacher is willing to use and adjust their ways as part of the educational process, as the preceding remark indicates. And it's understandable, given that school-work has a degree of rigidity to it, whereas an online debate about a particular book allows students to open up and share their thoughts.



Risk-taker teachers

Obviously, there are several examples of instructors who have previously implemented social media in their classrooms that we are aware of; nevertheless, there are a select few who did such an outstanding job that their pupils nearly made them viral. A biology instructor in Bergen County, for example, issued a challenge to his students. They had to use a specific hashtag to debate the subject of meiosis on Twitter. This is a fantastic opportunity for students to have fun while learning. Because you will need to know your meiosis to fit it into 140 characters.

"We live in a digital ecosystem, and educational institutions must change accordingly."

Carla Dawson – a professor of digital marketing at the University of Cordoba makes an excellent argument, as history has shown us that, no matter how fierce the opposition, technical development and new trends will eventually become the norm. Naturally, this only applies to industrialized countries with a well-structured traditional educational system. When it comes to developing countries who are still trying to find their path, the situation is very different.

Building a Stronger Community with Social Media

The advantages of social media in education do not have to be limited to the teacher-student connection. There are numerous other benefits that can be derived from the use of social networking at a higher level. Principals or administrators, for example, can develop a novel approach to include social media. For example, publishing school news on social media, hosting an online meeting with parents, or even initiating a fundraising campaign for various initiatives.

And, because we live in such a fast-paced world, social media can soon become the only means of connection. Parents are frequently preoccupied with work and unable to attend school meetings. But it doesn't mean they shouldn't be aware of upcoming events or be able to check in on their children from time to time. Communication is important in every profession, and if it can be done effortlessly with the help of social media, why not take use of it? It may not yet be a criterion, but queries like "Does this school have a Facebook page?" may eventually become as significant as the questions that parents are asking now. For example, how well-equipped the library is, or what elective classes their child can participate in.

Conclusions

The bottom line is that social media is an integral part of our daily lives, and it makes no sense to exclude it from the educational process. Staff in schools, colleges, and universities should be encouraged to use technology to communicate with students and parents. This may easily be turned into a college argumentative essay topic. However, the advantages are clear, ranging from improved parent-teacher interactions to long-term changes in how our children learn.

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THE ROLE OF INTEGRATIVE APPROACH IN DEVELOPING STRATEGIC COMPETENCE OF LEARNERS OF THE ENGLISH LANGUAGE

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Abstract: The training of a specialist who meets all the requirements of modern society is impossible without an effective system for the development of a student's strategic competence. The article provides an example of the organization of the educational process at the university, based on an integrative approach to the development of strategic competence, where integration is traced at the interdisciplinary, organizational, interpersonal, interdepartmental and international levels.

Key words: communication, professional qualities, strategy, strategic competence.

Strategic competence is the ability to effectively participate in communication, choosing the right communication strategy and tactics with a focus on achieving practical results [2]. For its development, it is necessary to be able to use all modern means of communication, to be careful in maintaining contacts, and to correctly build a plan for the implementation of communication.

Due to the fact that the implementation of the necessary professional qualities of a competent specialist occurs in the process of communication, in teaching a foreign language, special attention is paid to the formation of the communicative competence of students. The communication process is a complex and multifaceted phenomenon, including the exchange of information (communicative aspect), interaction between communication participants (interactive aspect) and their perception of each other (perceptual aspect) [1].

In her work I.A. Zimnya, which considers the competence-based approach as the focus of education on the development of personality and its competence by solving professional and social problems in the educational process. She notes that the concept of "competence" / "competence" appears in modern pedagogical science in the context of a significant reform of the education system associated with the need for adaptation in the modern unstable world. All this leads to a rethinking of the results of education, which began to be perceived as an integrative set of social, personal, behavioral, motivational, value and cognitive components that are included in the scientific thesaurus called "competence" [1, p. 26].

As a result of the analysis of the classifications presented in the works of foreign scientists (A.N.Schukin, I.L.Bim, V.V.Safonova, J. Savignon, M. Kaneil and M. Swain, Common European Framework of Reference: Learning, Teaching, Assessment, 1996 (Council of Europe document entitled "Common European Framework of Reference for Languages: Learning, Teaching, Assessment")), it can be seen that most of the works include the following competencies:

- linguistic or linguistic (mastering a certain amount of knowledge about the language system and its various aspects: phonetic, grammatical, lexical);
- speech (the ability to carry out speech activity and communication in a foreign language);
- sociocultural (students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers and the ability to use certain linguistic forms depending on the context).

Additional components of foreign language communicative competence also include:

- strategic or compensatory competence (the ability to logically and consistently build your speech in accordance with the goals and objectives, as well as get out of the situation in the presence of a shortage of language resources) (A.N.Shchukin, I.L. Bim, V.V.Safonova);
- educational and cognitive competence (ability to learn, motivation for learning activities) (I.L.Bim);

Integration within the framework of teaching a foreign language at a university can be carried out at different levels:

1. Intra-subject integration implies the interconnection of knowledge, skills and abilities acquired by students within the framework of one academic subject.
2. Interdisciplinary integration is manifested in the use of methods, means and forms of teaching one academic discipline while studying another.

The use of modern information and design technologies in language education is extremely rel-



evant in this sense, while only a few decades ago they were limited to the framework of technical sciences. Without modern technical teaching aids and information and communication technologies, it is impossible to work with audio and video materials, Internet resources, which, along with standard paper textbooks, are an important part of language training in a modern university.

Thus, as a result of the use of an integrative approach in teaching a foreign language, there is an intensification of the learning process, systematization of educational material, the formation of key competencies, an increase in the motivation and cognitive interest of students in studying the subject, the all-round development of a personality, ready for effective intercultural communication and professional activity in the conditions of processes globalization and integration in the economic, social and political and other spheres of society.

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THE EFFECTIVE WAYS OF TEACHING STRATEGIC COMPETENCE IN EFL CLASSROOM

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Abstract: the article deals with the issues based on studying the effective ways of teaching strategic competence in EFL classes. As it's known that, strategic competence allows the student to compensate for the lack of knowledge of the language, as well as speech and social experience of communication in a foreign language environment by special means.

Key words: communication, foreign language, student, strategic competence.

New socio-economic circumstances have significantly changed all aspects of life in our country and made it necessary to transform the activities of all social structures, including higher education. The main social: the function of higher professional education I is the comprehensive development of a person's abilities, preparing him for life in a modern dynamic society, for professional work, participation in cultural life, environmental protection and self-education.

The pedagogical and psychological key to this problem is primarily associated with the creation of a system of conditions for the development of a young person's personality. This is impossible without acquaintance and disclosure of his individuality, creative potential, without studying the patterns of development of his personality in the process of mastering professional activity. Only by knowing individuality can create an effective system of conditions aimed at realizing the creative potential of the individual.

In the modern world, it is easy for an individual, especially a young person who is in the process of forming a personality, to get lost in an avalanche of information. Often it is more important for him to know the algorithms for obtaining knowledge, and not just to possess knowledge about the world. But the study of the content of the subject today is not the only component of the learning process. Although the slogan "learn to learn" is not new, the ability to master knowledge and develop the necessary professional competencies, not least independently, is acquiring special relevance at the moment.

This thesis is directly related to the subject area "foreign languages". Pedagogy, linguodidactics, theory and methodology of teaching foreign languages, covering all the diversity of the educational process, are increasingly turning to both the methods and the results of research in other sciences that study the laws of human cognition. In addition to traditional psychology, one can name cognitive science, sociology, cybernetics, computer science and other non-traditional areas for linguists, which can help and really help in the development of the theory of learning! and methods of teaching foreign languages.

The process of teaching a foreign language is characterized by a multi-layered structure: a modern student not only acquires knowledge, forms competencies, but is also in the process of forming a personality for several academic years at the university. In this regard, the problem of effective teaching a foreign language has acquired new priorities. In the methodology of teaching foreign languages at the university, the main position was occupied by the problems of the formation of a linguistic personality of a new type or a polylingual personality.

Nevertheless, students studying foreign languages in higher educational institutions, and even students of language specialties who have passed fierce competition in the university entrance exams, do not always demonstrate the desired success in learning foreign languages, especially at the junior level of education at a university. Often, the reasons for this failure are outside the content of the subject and are due to the low level of development of cognitive abilities of students, their ignorance of themselves, their capabilities, a high level of negative anxiety, lack of understanding of their own educational trajectory or educational strategy.

The same idea is being developed by some scientists, speaking about the development of individual learning styles. The problem of failure of individual students is multifaceted and has various aspects, one of which, according to these scientists, is associated with the need to distinguish different levels of development of style in connection with the changes occurring in a person as he grows up. These changes are associated with the development of individual properties of the



subject and can be considered in the context of the development of the student's individual learning style from course to course.

Strategic competence as a component of communicative competence is a far from unambiguous concept in the methodology. In the scientific views of the authors (and even among one author in different years) there are significant differences in the interpretation of the concept of "strategic competence", the competence-based approach in the Russian educational space in general, and in the field of teaching foreign languages in particular, gives a number of such definitions, confirming the extraordinary variety of approaches. Strategic competence consists of verbal and non-verbal communication strategies that can be deployed in order to compensate for communication failure due to linguistic ambiguity or lack of competence. These strategies are of two types: those that primarily relate to grammatical competence and those that relate mainly to sociolinguistic competence, which are related, for example, strategies for role-playing games or how to address a stranger correctly if the speaker is not sure of his social status.

While studying the components of strategic educational competence, the relationships between them were identified, namely between the cognitive, metacognitive, social and affective components. These relationships provide a meaningful component of the formation of strategic educational competence among students of language faculties at the junior level of education at the university. It was found that as the technology of forming strategic educational competence is integrated into the educational process through active teaching methods, students expand the scope of their own learning styles and show a several approach, which is a demonstration of their enriched sphere of self-knowledge, self-education of autonomy.

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THEORETICAL BASIS OF THE PROBLEM OF LOW PROGRESS IN PRIMARY SCHOOL PUPILS

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Abstract: The article deals with the issues based on theoretical basis of the problem of low progress in primary school pupils. As it's known that, a low performing pupil is a pupil whose educational and personal merits do not correspond to the content of education, the educational standard. The method of studying low performing by analyzing the criteria that generates it is presented in countless publications dedicated to the reasons for academic failure.

Key words: unsuccessful pupil, pupil's personality, academic failure.

The emotional typology of academic failure is emphasized by N.I. Murachkovsky: the basis in the case provided is the nature of the relationship between the more significant sides of the pupil's personality. The meaning of this work is guided by the fact that in the course of the study, the creator discovered common features for all groups of unsuccessful pupils. They are summarized by the opinion of "weak self-organization", which takes place in the pupil's inability to control personal psychological processes (attention, memory), the lack of formed optimal methods of intellectual work, unwillingness to think when concluding educational tasks, formal assimilation of knowledge.

Low-performing pupils possess colorful, original methods of thinking, a special attitude, personal perception.

The study of the problem of poor academic performance and ways to overcome it are devoted to the works of Z.I. Kalmykova, N.A. Menchinskaya, Yu.K. Babansky, L.S. Slavina and others. For low-performing pupils, the developers highlight the problems associated with the formation of strong skills and knowledge, the development of interest, independence of thought, volitional qualities, etc.

It is also possible to consider identifying the types of pupils who are not performing well as a way to get into the essence of poor performance. There are separate properties and groupings according to their characteristic features, they are also seen in the descriptions of a practical skill; the whole series of inclinations of scientific substantiation of the typology of unsuccessful school-children. Many authors base their typology on the reasons they studied for the failure of pupils to perform well.

The designated traits of an unsuccessful pupil, since they characterize his work in the educational process, have every chance of being applied in determining academic failure.

Another distant image is called pathological - these are sensual, often having troubles in the pupil's teaching, which meet the specific attitude of those around them. They say "I can't" before starting work, they need encouragement from those around them, they can hardly bear problems and troubles. In the case presented, the highlighted features are psychological rather than pedagogical.

In the work of R.L. Ginzburg is more provided with the private properties of the educational work of pupils. The Creator contains various meanings of the assimilation of educational material by pupils. Under the educational material in the given case is meant the word of the textbook, and all kinds of assimilation types correspond to a specific level of semantic processing of the word.

So, some unsuccessful pupils are characterized by the fact that they absolutely do not have the opportunity to observe the course of the lesson and feel serious problems when reading a textbook, others - by those, in fact, that are controlled with analysis - synthesis only in some cases, in particular when speech is about certain objects and phenomena. The aggregate for unsuccessful pupils is the unwillingness to exert their own intellectual powers, a negative attitude towards difficult ways of working.

The program of activities of a teacher with a low performing pupil and their parents.

1. Conduct diagnostics at the beginning of the year in order to identify the pupil's level of learning.
2. Use in the classroom various types of questioning (oral, written, individual, etc.) for the objectivity of the result.



3. Regularly and systematically question, giving marks in a timely manner, avoiding the accumulation of marks at the end of the quarter, when the pupil no longer has the opportunity to correct them (the number of respondents in the lesson should be at least 5-7 pupils).

4. Comment on the pupil's assessment (it is necessary to note the shortcomings so that the pupil can eliminate them in the future)

5. The teacher must eliminate the gaps in knowledge identified during the control work, and then re-control the ZUN.

6. The teacher must determine the time for which a low performing pupil must master the topic, in case of difficulty, give advice.

7. The teacher should not lower the pupil's grade for bad behavior in the classroom, in this case he should use other methods of influence.

All children who cross the threshold of school as first graders want to become "good pupils and study by one grade". And when the first deuces appear, at first the desire to study disappears, then truancy appears, and finally, we get "Difficult" child. Of course, the easiest way is to give up on an underperforming child, but let's give him another chance to join our school community.

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“MASOFAVIY TA'LIMNING AVZALIK VA KAMCHILIKLARI” MAVZUSINI “TAROZINING IKKI PALASI” METODIDAN FOYDALANIB O'QITISH METODIKASI

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Annotatsiya: Ushbu maqolada ta'limning zamonaviy shakillaridani biri sifatida hozirgi kunda eng ommalashayotgan masofaviy ta'lim, uning avzalik va kamchiliklari mavzusini auditoriya sharoitida zamonaviy metoddan foydalanib o'qitish masalalari keltirilgan

Kalit so'zlar: masofaviy ta'lim, metod, axborot kommunikatsiya texnologiyasi, virtual auditoriya, virtual o'qituvchi

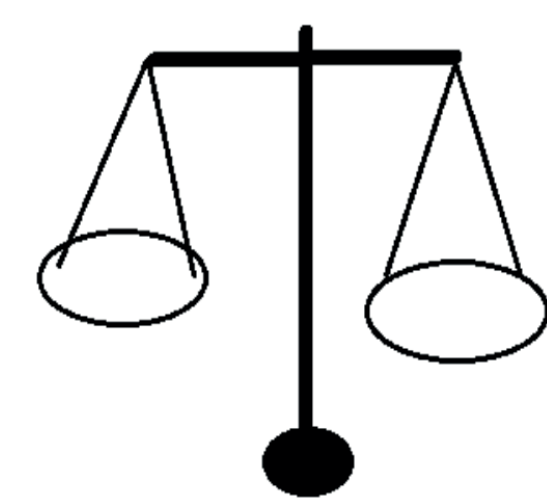
Hozirda ko'plab rivojlangan va rivojlanayotgan davlatlarda axborot almashinishni tezlashtirish va insonlarga qulaylik yaratish maqsadida axborot almashinuvi jarayonini to'liq va qisman elektronlashtirish amaliyoti amalga oshirilmoqda, xususan ta'lim jarayoni ham bundan mustasno emas. Shunday ekan ta'lim jarayonida bu tizimni qo'llanilishi jarayoni avzalik va kamchiliklari haqida ma'lumotga ega bo'lish davr talabidir.

O'zbekistonda so'nggi yillarda ta'lim-tarbiya tizimining sifati va samaradorligini oshirish o'quvchi va talaba yoshlarda zamonaviy bilim va ko'nikmalarni shakllantirish, ta'lim tizimlari hamda ilm-fan sohasi o'rtasida yaqin hamkorlik va integratsiyani, ta'limning uzviyligi va uzluksizligini ta'minlash borasida tizimli ishlar amalga oshirilmoqda. Bunga misol tariqasida O'zbekiston Respublikasi Prezidentining “O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari” to'g'risida farmonini keltirishimiz mumkin. Ta'limga yangi ilg'or texnologiyalarni olib kirish, dars mashg'ulotlarida samarali va zamonaviy metod va texnologiyalarini qo'llash davr talabidir. Xusan ushbu maqolada hozirgi kunda ta'limning eng dolzarb shakillaridan biriga aylangan shakil yani masofaviy ta'lim tushunchasini auditoriy holatda talabalarga tushuntirishda “Tarozing ikki pallas” metodining qo'llanilish jarayoni keltirilgan.

“Tarozing ikki pallas” metodini amalga oshirish bosqichlari

1-qadam. Pedagog tomonidan mavzu yuzasidan dastlabki tushunchalar beriladi va ularni qiziqtirgan savollarga javob beriladi.

2-qadam. Metoddan foydalanish uchu uning barcha jarayonlari haqida talabalarga ma'lumot beriladi va tushuntiriladi. Talabalarni guruhlariga bo'lib ularga metod uchun tayyorlangan 1-rasm-dagi kabi chizmalari varaqalar tarqatiladi



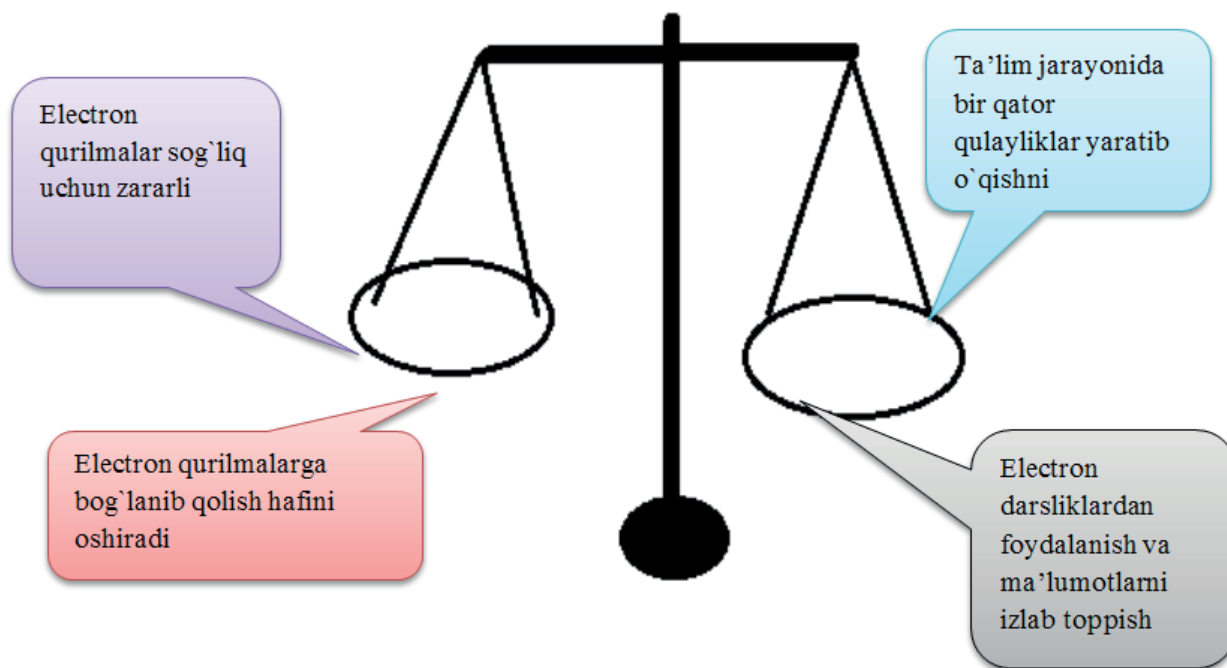
1-rasm. “Tarozi ikki pallas” metodi uchun tayyorlangan chizma



3-bosqich. Talabalarga ularga berilgan varaqalardan qanday foydalanishni tushuntirish. Bunday masalan ularga quyidagilarni tushuntirish lozim:

Bu metoddan maqsad berilgan mavzuning avzallik va kamchilik, ustunlik yoki zaiflik tomonlarini taqqoslab go'yoki taroziga qo'yib mavzuda 'qo'yilayotgan muamo yoki savolning javobini topishdan iborat. Masalan quyidagi metodda electron ta'limdan foydalanish to'g'rimi? Uning salbiy tomonlari ko'pmi yoki ijobiy degan savolga javob topishlari kerakligini aytib o'tiladi.

Talabalar chizmani to'ldirishga kirishadilar bunda tarozini chap palasiga kamchiliklari ong palasiga esa kamchiliklari yozib chiqiladi. Eng to'g'ri va aniq sharhlar bera olgan jamoa ishtirokchilari rag'batlantiriladi. Ularga 2-rasmni na'muna tariqasida berish mumkin.



2-rasm. "Tarozing ikki palasi" metodi uchun namunaviy loyiha

4-qadam. Talabalar berilgan na'muna bo'yicha metodni ishlab tugadganlaridan so'ng barcha natijalar birlashtiriladi va umumiy xulosa yasaladi va medorni ishlash davomida eng faol qatnashgan guruh va talabalar rag'batlantiriladi.

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TEACHING GRAMMAR IN CONTEXT AT SCHOOL

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Abstract: Learning grammar, along with increasing your vocabulary, is an essential part of learning English, whether you are studying on your own, with a tutor or taking courses. Fortunately, thanks to the modern communicative language teaching methodology, which involves teaching grammar in context, this task has become much easier and more interesting. The article describes efficiency of teaching grammar through context at school.

Key words: grammar in context, mastering of a foreign language, methodology.

Successful mastering of a foreign language in the classroom will happen only if the educational process is organized in such a way that students imitate the conditions of real language communication as accurately as possible. The process of teaching a foreign language, built on a communicative basis, expands the capabilities of the subject in solving this problem. When studying traditional grammars of a foreign language, students, according to numerous observations, do not understand either the practical significance of studying grammatical terms and concepts, or the goals of grammatical analysis. Therefore, it is very important at the present time to use a communicative approach in the study of grammar. The process of mastering grammatical competence excites both foreign language teachers and methodologists who develop various grammatical aids.

The dual definition of grammatical competence reflects the existence of two fundamentally different approaches to teaching foreign language grammar.

In the first (traditional) approach, teaching grammar is based on the transfer of a certain set of knowledge to a certain category of learners under certain learning conditions. The key word in this system is knowledge transfer, i.e. movement from top to bottom, from teacher to student. In this case, the task of the latter is to memorize a large number of rules, exceptions, categories, paradigms, etc. In this case, the formation of grammatical representations occurs by memorizing the rules and adapting these rules to speech situations.

The second approach to teaching FL focuses on the semantic component of speech. Any kind of study of forms is considered as an obstacle to the construction of communicative competence. With this type of learning, the development of grammar occurs not through comprehension, but rather through the reproduction and memorization of the forms used in speech contexts, the formation of grammatical representations is carried out by adapting speech situations to the learned forms.

Thus, both the first and second approaches, for all their opposition, have the same drawback - both of them are based on one of the possible mechanisms for mastering grammatical competence. The first is on passive-conscious assimilation, the second is on the mechanism of subconscious assimilation.

More and more researchers abroad advocate the need to introduce conceptual / cognitive grammar aimed at building grammatical concepts.

A feature of conceptual grammar is that any utterance is considered as a complex phenomenon, in the context and taking into account the stylistic and author's features, implemented in the text. The main question in the analysis of a statement is to clarify the semantic and emotional effect that the author of the statement sought to achieve. This direction of text analysis allows students to develop pragmatic and conceptual sensitivity, or a sense of language. Grammar is a tool that allows learners to identify and understand grammatical concepts and their nuances, as well as ways of encoding them by native speakers in morphosyntactic forms (rules). Thus, the goals pursued by conceptual grammar are of a practical nature - to improve the quality of understanding and speaking in a foreign language, due to the fact that students of a foreign language discover and appropriate the semantic content of the grammatical phenomena they use, i.e. grammatical concepts.

Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language (Anderson, 2005). Nunan stressing the advantage of teaching grammar in context writes: —An approach through which learners can learn how to form structures correctly, and also how to use them to communicate meaning. If learners are not given opportunities to explore



grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings (Nunan, 1998, p.103). —Many researchers stress the fact that learners need to experience grammatical conventions in various contexts in order to control and use them correctly (Anderson, 2005). Context-based teaching will help learners how grammar structures function in context that will give them an opportunity to develop their comprehension of the grammar rules.

Byrd states that when grammar is studied as arising from context, then a variety of forms emerge as essential to the expression of particular meanings in particular discourse contexts (Byrd, 1998). —It's not just that different types of verbs are related to each other but that in particular kinds of discourse the idea of, relationship must be expanded to include the bond among verbs, nouns, adverbs, textual order, and even particular vocabulary (Byrd, 2005, p.546).

We can conclude that, teaching grammar in context:

1. helps learners see grammar in a new way, more realistically.
2. helps to use grammar in real contexts and situations.
3. trains grammar in interesting ways

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YOSH AVLODNI YETUK KADR BO'LIB YETISHISHIDA TEXNOLOGIYA FANINING O'RNI HAMDA VAZIFASI

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“Texnologik ta’lim” yo‘nalishi 192- guruh talabasi

Annotatsiya: Ushbu maqolada oily ta’lim muassasalarida texnologik ta’lim yo‘nalishida taxsil olayotgan yosh kadrlar, ularga yurtimizda hamda ta’lim muassasalarida yaratilayotgan imkoniyatlar, yurtimiz rahbarining ko‘rsatayotgan e’tibori haqida so‘z yuritiladi.

Kalit so‘zlar: texnologiya, innovatsiya, ta’lim – tarbiya, sivilizatsiya, rivojlanishpedagogiktexnologiyalar, kadr.

XX asr kishilik jamiyati taraqqiyoti tarixidan fan va texnika sohasida yuz bergan inqiloblar davri sifatida joy oldi. Bu davrga kelib ilm-fan texnika taraqqiyoti jadallik bilan kuchaydi. Ayniqsa ishlab chiqarish hamda xizmat ko‘rsatish sohalarida bu yaqqol sezildi. Insoniyat sivilizatsiyasining quyi bosqichlarida shaxsni tarbiyalash, unga ta’lim berishga yo‘naltirilgan faoliyat sodda, juda oddiy talablar asosida tashkil etilgan bo‘lsa, bugungi kunga kelib ta’lim jarayonini tashkil etishga nisbatan o‘ta qat’iy xamda murakkab talablar qo‘yilmoqda. Chunonchi, murakkab texnika bilan ishlay oladigan, ishlab chiqarish jarayonining mohiyatini to‘laonli anglash imkoniyatiga ega, favqulodda ro‘y beruvchi vaziyatlarda ham yuzaga kelgan muammolarni ijobiy hal eta oluvchi malakali mutaxassisni tayyorlashga bo‘lgan ijtimoiy ehtiyoj ta’lim jarayonini texnologik yondoshuv asosida tashkil etishni taqozo etmoqda. Endilikda taraqqiy etgan jamiyatda o‘z o‘rnini toppish uchun yosh kadrlar texnologiya fanini o‘rganishlari zarur bo‘ldi va asta sekin bu fan butun dunyoga tarqaldi. Yurtimizda umumiy o‘rta ta’lim maktablarida ham texnologik talim (mehnat ta’limi) fani bolalarga o‘rgatilina boshlandi. Hozirda hech bir soha yo‘qki texnologiyasiz faoliyat ko‘rsatsa yangi zamonaviy texnika qo‘shilmagan bo‘lsa. Ishlab chiqarish, hizmat ko‘satish, sanoat va boshqalar vaholangki barchasida aynan uning mavjudligi oddiy haqiqatdir. Demak insoniyat hayoti jamiyatdagi olib boradigan har birish faoliyati hamda bu jarayonda o‘zi qo‘llaydigan mehnat faoliyatini yengillashtiradigan texnikalarni ishlata olishi lozim bu esa yuqorida takidlagan fikrlarimizga yaqqol isbot bo‘ladi.

Shu o‘rinda haqli savol tug‘iladi: texnologiya fani bolalarga nimani o‘rgatadi? Aslida bu faning asosiy maqsadi mehnat faoliyatida ishlatiladigan texnika xavfsizlik qoidalari qo‘llash tartiblari hamda shu kabi oddiydan murakkab bo‘lgan bilim va tajribalarni bo‘lg‘usi kadrlarda shakillantirishga ko‘maklashadi. Yetishib kelayotgan kadrlar esa kelajakda o‘zlari egallagan bilimlarini shaxsiyhayotida qo‘llaydilar. Buning uchu hozirgi kunda barcha sharoit mavjudligi hech kimga sir emas. Yurtimizda ilm fanga bo‘lgan e’tibor ayniqsa so‘nggi yillarda yosh ixtirochilarni qilgan ishlarini yanada takomillashtirish ularga har tamonlama yordam berish, qo‘llab-quvvatlash maqsadida O‘zbekiston Respublikasi prezidentining 2017- yil 29- noyabrdagi PF-5264- son farmoniga nuvoftiq O‘zbekiston Respublikasi Innovatsion rivojlanish vazirligi tashkil etildi. Endilikda bu yerdagi yoshlar yakka yoki guruh shaklida ham faoliyat yurita olishlari o‘zlarining kashfiyotlarini yanada takomillashtirishlari mumkin bo‘ldilar. Buning uchun albatta bo‘lg‘usi kadrlarga umumiy o‘rta ta’lim maktablaridan mehnat talimi fani o‘rgatilishi, ularning texnikaga bo‘lgan qiziqishlarini shu fan orqali yanada kuchaytirish, xavfsizlik qoidalari bilan mukammal tanishtirish talab etiladi. Aynan shu sababli fan bolalarga yoshlikdan o‘rgatiladi. Dunyo globallashuv davrida ekanligini inobatga oladigan bo‘lsak endilikda har qanday sohani egallamoqchi bo‘lgan har qanday inson yuqori malakaga ega bo‘lishi talab etiladi. Prezidentimiz ham aynan “Biz yuragida o‘ti bor ishlayman degan yangi g‘oyalarga yangicha dunyoqarashga ega zmaonaviy texnologiyalardan foydalana oladigan yosh kadrlarga imkoniyat yaratib berishimiz lozim” degan so‘zlari va bu so‘zlarning amalda o‘z isbotini topishi rad etib bo‘lmas haqiqatdir.

Foydalanilgan adabiyotlar ro‘yxati:

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THE ROLE OF BUSINESS ENGLISH IN TRAINING OF HIGHLY QUALIFIED SPECIALISTS FOR SOCIAL SPHERE

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Annotatsiya: Maqola ta'limdagi sotsial sfera va xorijiy tillarning roli uchun yuqori toifadagi mutaxasislarni (bu yerda – magistrnlarni) tayyorlashning juda dolzarb va muhim muommalari haqida so'z yuritadi.

Kalit so'zar: Talab, dolzarblik, rivojlanish, yangilash, struktura, maqsad, tayyorlash.

Аннотация: Статья рассматривает актуальную проблему подготовки высоко квалифицированных специалистов (в данном случае – магистров) для социальной сферы и роль иностранных языков в их обучении.

Ключевые слова: требования, актуальность, развития, обновления, структура, цель, подготовка.

Annotation: Article deals with a very actual and important problem of training highly qualified specialists (here- master students) for social sphere and the role of foreign languages in their training.

Key words: Demand, actuality, development, renewal, structure, aim, training.

Thousands of graduates currently applying for job in newly born companies in Uzbekistan only too soon find out that what they used to call good command of English is not at all sufficient for a successful career in business. Not only formulaic language, terminology and functions impinge upon effective telephoning or letter writing, one should know certain rules of writing and speaking and be a good user of both. To say nothing of more complex skills: presentations, meetings, and negotiations, which are much larger than the ability to understand a foreign language and speak it fluently. Overall performance, communication effectiveness is the main thing. Hence the disappointment, complexes, failure. Of course those in-workers in business, who have already fallen into trouble, might be helped out by an experienced Business English trainer. But wouldn't it be better if to-be workers in business have been provided with certain Business English training in their educational institutes (schools, colleges and universities)? Like it or not, our world has definitely become that business.

And the earlier we start studying it the easier will it be to find our own niche in it. We have to admit, however, that three major categories of in-workers in business: managers, executives and clerical staff, having different responsibilities, can be expected to have different needs as Business English learners. Thus, clerical workers would hardly be highly motivated, if they are given a course on making presentations, while that of telephoning or socializing might be extremely attractive for them. On the other hand, senior managers would be bored, if instead of doing problem – solving activities in English analyzing, discussing, reporting on, etc. various business situations, they are practicing telephoning or socializing on end. This implies certain differentiation in terms of course planning.

Planning a course basically means breaking it down into certain constituents. Thus, for example a communication skills course will presuppose a division into: macro-skills: e.g. using the phone, writing correspondence, dealing with customers, attending meetings, reading manuals, etc.: micro-skills: e.g. arranging appointments.

Have you ever asked yourself what Business English means? Is it just another English Speaking Person or "indisputable international language" as some think, or probably something else? What definition of Business English might be most appropriate for English as Foreign Language teacher, trying to find his way into it? Let's leave thinking of proper definitions to dictionary makers; they will certainly have their say some time. But what seems important to understand from the very start is that it is not just specialist vocabulary, which distinguishes Business English from other English's. It is vital to be aware that the whole of business world finds its reflection and realization



in Business English – its major communication asset. So, Business English is certainly language: vocabulary, grammar, functions, but also content: marketing, management, finance, etc. besides, it is communication skills: telephoning, correspondence, meeting, presentations, etc. and cultural awareness of social and business behavior. A complete novice in Teaching Business English is at risk to conclude that this concern is just the language part. This is a drastic mistake. The four parts are inseparable and cutting down any of them is like murderous surgery. Instead one should try to enter this new world and make it his own. Because it is Business English with its communicative and thematic comprehensiveness, reflecting every sphere of human international business relations, which can stimulate a new spiral in the development of an English as Foreign Languages teacher of a new generation in this country. That is a teacher who would be able to respond and adapt to the needs of the learners, who could be less dependent on published course books, while being more creative and flexible in course designing and course accomplishing. Business English has undoubtedly established itself as a symbol of most innovative teaching methodologies and creativity everywhere else in the world except Uzbekistan. Our country seems to persist in remaining peculiar in a number of things. One of these – is a very specific state of Teaching in English as Foreign Language in general and Teaching Business English in particular. The problem in question in the mentality of both teachers and learners. Ask you're English as Foreign Language students if they would like to study or you would like to deal with Business English. Will you definitely say, "Yes, I would?" we doubt it. To answer the question positively, one should be either a specialist in Teaching Business English or a "craftsman". And yet it is obvious that something should be done real fast to satisfy the demand for Business English. Some might think that it is somebody else's business.

We may be a bit biased, but we see social sphere as one of most important and most exciting of all the business functions. One reason for this perception was expressed by Peter Drucker more than four decades ago when he wrote that service is not really a separate function at all; it is the whole business seen from the point of view of its final result, that is, from the customer's viewpoint. More recently, Fred Webster – the executive director of the Marketing Science Institute – reinforced this broad view of the importance and scope of service by wondering "is there any difference between a good manager and a good marketer?" He went on to predict that service as a stand – alone function will become extremely rare in the typical organization of the future. Instead, service – in the sense of doing what is necessary to serve and satisfy customers – will become everybody's business, at least within those organizations that survive and prosper in an increasingly competitive climate. Of course, even when the day-to-day responsibility for social activities is diffused across employees in every part of the organization, someone still has to plan, coordinate and control those activities. That "someone" might be a traditional product or marketing manager, a vice president of marketing, a general manager of a business unit, or even a team of managers drawn from a variety of functional areas.

Regardless of who bears the responsibility, the process of service an organization's marketing efforts is the central focus of - and provides the underlying structure for- this book.

But it is also important to recognize that be service management process does not occur in a vacuum. Most organizations have corporate and business – level strategies that establish guidelines concerning objectives to be attained, directions for future growth, and how the organization will compete and seek to gain sustainable advantage in the marketplace. These guideline impose constraints on the range of marketing strategies and activities a service manager can pursue within the larger strategic context of his or her organization. But, on the other hand, marketing managers are also uniquely positioned to provide information and insights for the development of corporate and business strategies because they straddle the boundary between the external environment and the inner – workings of the firm. Thus as organizations seek to become more customer oriented, and face ever more hostile and rapidly changing competitive environments, the marketer's role in strategy formulation is likely to increase.

Similarly, while marketing managers play a crucial role in translating the firm's strategies into action programs designed to win customer acceptance and competitive advantage in specific markets, they do not implement those programs all by themselves. Effective execution requires cooperative and coordinated efforts across many other functional areas. Thus, the range of viable strategic service programs available to a manager is constrained by the resources and functional competencies available within his or her organization. And the successful implementation of a



chosen program depends on the marketer's ability to win the cooperation and support of people win other functional areas.

As the above discussion suggests, we see marketing as the epicenter of both the strategic and operational life of an organization. The marketing management process is intimately linked with strategic decisions made at higher organizational levels and with the operational decisions and actions taken in other functional departments. And it is these internal market and competitive environment – that make marketing such a challenging and exciting field.

Unfortunately, most of the existing marketing management textbooks tend to treat marketing management as a stand – alone business function. While they do a good job of describing the concepts, tools, and techniques involved in the marketing management process, they pay only scant attention to the web of internal strategic and operational relationships that surround that process. As a result, they fail to convey some of the true importance – and the intellectual excitement – of marketing in today's organizations

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TADQIQOTCHI OLIMLAR TOMONIDAN TADQIQOTCHILIK KOMPETENSIYASI TUSHUNCHASI MOHIYATINING YORITILISHI.

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Annotatsiya: Hozirgi kunda dunyo olimlari tomonidan tadqiqotchilik kompetensiyasining o’ziga xos jihatlari va tadqiqotchilik kompetensiyasini mutaxassisda rivojlantirishning ahamiyati haqida ko’plagan ilmiy izlanishlar olib borilmoqda. Mazkur maqola bugungi kun shaxsi turli va xilma-xil muammolarni yechishi va ko’ra bilishi, murakkab masalalarni tez va sifatli yechimini topa olishi kerak ekanligini ochib beradi.

Kalit so’zlar: Tadqiqotchilik kompetensiyasi, qobiliyat, refleksiya, kreativlik, bilish kompetensiyasi, kommunikativ kompetensiyasi, axborot kompetensiyasi, ijtimoiy-mehnat kompetensiyasi.

O’zbekiston Respublikasi Prezidenti Sh. M. Mirziyoyev o’zining chiqishlarida “Ta’lim va tarbiyani rivojlantirish, sog’lom turmush tarzini qaror toptirish, ilm-fan va innovatsiyalarni taraqqiy ettirish milliy g’oyamizning asosiy ustunlari bo’lib, xizmat qilishi lozim. Ushbu maqsad yo’lida yoshlarimiz o’z oldiga katta marralarni qo’yib, ularga erishishlari uchun keng imkoniyatlar yaratish va har tomonlama ko’mak berish – barchamiz uchun eng ustuvor vazifa bo’lishi zarur. Shundaygina farzandlarimiz xalqimizning asriy orzu-umidlarini ro’yobga chiqaradigan buyuk va qudratli kuchga aylanadi” – deb ta’kidlaydi. [1]

Zamonaviy pedagogik adabiyotlarda ta’kidlanishicha, yangi zamon inson shaxsi turli va xilma-xil muammolarni yechishi va ko’ra bilishi, murakkab masalalarni tez va sifatli yechimini topa olish xususiyatlarini va tegishli ko’nikmalarini o’zida mujassam qilishi lozim. Qator mualliflarning fikrlaricha, shu kabi va boshqa topshiriqlarning yechimini tadqiqot olib boruvchilar layoqatiga ega bo’lgan insonlargina topishi mumkin [2.b.15]. Shu bilan bir qatorda, tadqiqotchilik faoliyati uchun aynan qanday bilim, qobiliyat va layoqat zarur ekanligi borasida yahlit va yagona yondashuv mavjud emas.

S.I.Osipova tadqiqot olib boruvchining layoqatini qayta o’zlashtirish xarakteriga egaligiga diqqatini qaratadi hamda uning faoliyat usullari, bilimi, ilmi va ko’nikmaga egaligiga asoslanib, muayyan voqea-hodisalarni yaxlit tarzda bog’lovchi va tushuntiruvchi narsalarning mazmunli ko’chirish natijasida funktsionallikdan qayta o’zlashtirishga yangi bilimlar tizimini o’rganib olish hamda mustaqil o’zlashtirish qobiliyati va tayyorgarligini ifodalaydigan integral shaxsiy sifatlarini tashkil qilishini aytadi [3.b.17].

Mazkur mualliflar ta’lim olishda tadqiqot olib boruvchi vakolatining uchta asosiy turini ajratib, quyidagi qobiliyatlar ifodalanishini taklif qiladi:

- faoliyatning maqsadini ajratish;
- belgilangan harakatlarning amalga oshirilishi, faoliyat vositalari, predmetini aniqlash;
- faoliyat natijalari tahlili, refleksiya (o’z ruhiy holati haqida o’ylash, uni tahlil qilishga moyillik), qo’yilgan maqsad bilan erishilgan natijalarning o’zaro munosabatlarini aniqlash.

Nazarimizda, ko’rsatib o’tilgan elementlar o’quv jarayoniga nisbatan olib boriladigan tadqiqotlar ko’pchilik vaziyatlarda chuqur bilimga ega bo’lishni aks ettiradi.

Dj.Gilford bevosita tadqiqotchilik faoliyatiga kiradigan ob’ektni takomillashtirib bilish, vaziyatni baholash qobiliyati, fikrlarning originalligi, yangi g’oyalar miqdorining asoslashi, muammolar izlab topish qobiliyati kabi yana bir guruh tushunchalarni ajratadi [4.b.246-279]. O’rganish jarayonida, qayerda kamroq tajribali bilan ko’proq tajribali insonlar hamkorligi yuzaga kelsa, tadqiqotchilik faoliyatiga quyidagi aniqliklarni beradi: no’malum yechimning izlash bo’yicha ikki sub’ektning ijodiy hamkorligi faoliyati oshadi, uning natijasida madaniy boyliklarning namoyishi amalga oshiriladi va bu dunyoqarashning shakllanishi hisoblanadi.

Tadqiqotchilik faoliyatining tashkil qiladigan asosiy bosqichlardan va shartlardan biri - bu ichki motivatsiyasi hisoblanadi, ya’ni o’rganilayotgan mavzu doirasida uning uchun muammolar muhimligining namoyon bo’lishidir. Tadqiqotchilik faoliyati jarayonida ta’lim olayotganlarda faoliyatning ushbu ko’rinishi mohiyatini aniqlaydigan maxsus qobiliyat rivojlanishi kerak, ya’ni muammoni ko’rishi, ilmiy vazifani tuzib bilishi, gipotezaning harakatlanishi, ma’lum tushunchalarning shakllanishi, tasniflash qobiliyati, kuzatish, tajriba o’tkazishda ko’nikmalarga ega bo’lishi, materialni tuzib bilishi, xulosa va natijalarning shakllanishi, tushuntirish, xususi g’oy-



alarni himoya qilishi va asoslab berishi. Nazarimizda mazkur maxsus qobiliyatlarning ketma-ketligini yana "adabiy manbalarni tahlil qilib bilish" degan element bilan to'ldirish mumkin.

Tadqiqotchilik faoliyati ta'lim oluvchining ichki rivojlanishiga mos kelishi lozim. Ularning ushbu mezonlarini shartli ravishda ikki guruhga ajratish mumkin: 1) intellektual va ijodiy qobiliyati; 2) motivatsion- shaxsiy harakatlari xususiyati.

Intellektual va ijodiy qobiliyatlarini rivojlantirish masalalarida qator mualliflar quyidagi mavjud vaziyatlarga ajratishadi:

- o'quv ko'nikmalari (harakatdagi rivojlanishi va umumiylik darajalari) va bilish jarayonining rivojlanishi;

- iqtidorlik qobiliyati;
- tajribaviy (eksperimental) fikrlashi;
- insonning refleksiv qobiliyati;
- umumiy kreativlik darajasi;
- muammoli vaziyatlarda kreativlikning yuzaga kelishi.

Ko'rsatilgan vaziyatlar ichidan biz ta'lim oluvchilarning tadqiqotchilik faoliyatining umumiy natijasini aniqlaydigan kreativlik darajasi, refleksiv qobiliyati va o'quv ko'nikmalariga rivojlanishiga asoslangan sifatni ajratardik.

Ta'lim oluvchilarning motivatsion-shaxsiy rivojlanishini ko'rib chiqib, o'quv-bilish faoliyatida tadqiqotchilik jarayoni sifati va nisbatan faol parametrlarni ajratishimiz mumkin:

- bilish faolligi va asoslanishi (motivatsiya);
- bilish (kognitiv) qiyinchiliklarni yengish qobiliyati;
- ularning baholashda qarorlarni qabul qilish va anglash jarayonidagi erkinlik;
- tadqiqotchilik faoliyati, o'qishga hissiy munosabat.

Tadqiqotchilik faoliyati jarayonida quyidagi kompetensiyalar shakllanadi.

Qiyimatli-mazmuniy kompetensiyada ta'lim sub'ekti qaror qabul qilish, o'zining xatti-harakatlarining maqsadli va mazmunli tuzilmasining tanlashni bilish, unda mo'ljall olish, o'zini o'rab turgan olamni tushunish va ko'rish qobiliyatlarni o'zida mujassam ettirishi kerak.

Umummadaniy kompetensiya muammolar doirasida aniqlanadi, ta'lim oluvchi u bilan yaxshi tanishgan, shuningdek, tajriba faoliyatiga ega bo'lishi kerak. Shu yerning o'zida u dunyoning ilmiy kartasi o'zlashtirish tajribasini ham bilishi lozim.

Bilish kompetensiyasi – ta'lim oluvchining mustaqil bilish faoliyati doirasidagi, bilish ob'ektlariga tegishli umumiy o'quv faoliyati, metodologik, mantiqiy elementlarni tashkil qiladigan kompetensiyalar jamlanmasi. Shu yerning o'zida tadqiqotchilik faoliyatida o'z-o'zini baholash, refleksiya, tahlil, rejalashtirish, maqsadli tashkillashtirishni bilish va bilim darajasi aniqlanadi.

Axborot kompetensiyasida mustaqil izlashni bilish, tahlil qilish, zaruriy ma'lumotni tanlab olish, tashkillashtirish, qayta tashkillashtirish, saqlash va uni yetkazib berish kabilar aniqlanadi.

Kommunikativ kompetensiyada turli ijtimoiy rollarda jamoaviy ishlar ko'nikmalari, o'zini o'rab turganlar bilan o'zaro munosabatlar usullari va zaruriy tillarni bilish kabi xususiyatlar yotadi.

Ijtimoiy-mehnat kompetensiyasi ijtimoiy va jamoat sohalarida faoliyat tajribasi, bilimga egaligini ifodalaydi.

O'zini-o'zi takomillashtirish kompetensiyasi xususiy qiziqish va faoliyatning egallash usullariga yo'naltirilgan, unda zamonaviy insonda zaruriy shaxsiy sifatlar va uzluksiy o'z-o'zini anglash kabi xususiyatlar ifodalanadi.

Xulosa qilib aytganda, tadqiqotchilik kompetensiyasi – ma'lum sohalaridagi bilimlar jamlanmasi, tadqiqotchilik bilimlarining miqdori, tadqiqot natijalarini tashkil qilish, tajribalarni bajarish, qulayroq metodlarni tanlash, zaruriy ma'lumotlar tahlilini amalga oshirish, faoliyatni rejalashtirish va maqsadni qo'yish, gipotezani asoslash va xatti-harakatlar asosida muammolarni yechish, ko'rish hamda aniq faoliyatlarda bu bilimlar va ilmlarni qo'llashning miqdoridir.

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BIOLOGIYA DARSLARIDA INNOVATSION TA'LIM METODLARIDAN SAMARALI FOYDALANISHNING ILMIIY- NAZARIY ASOSLARI

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Annotatsiya: Respublikamizdagi ijtimoiy-iqtisodiy, ma'naviy-ma'rifiy o'zgarishlar biologik ta'lim jarayonida ilmiylik, ta'lim va tarbiyaning uzviyligi sistemalilik, ongliklik, mustaqillik, ijtimoiy-iqtisodiy rivojlanishning metodologik prinsipi, nazariyani amaliyot bilan bog'lash, samaradorlik, tushunarliklik, individual va guruhli yondashishni uyg'unlashtirish, zarurligini ko'rsatdi.

Kalit so'zlar: suhbat metodi, hikoya metodi, ma'ruza metodi, ko'rgazmali metodlar, ko'rgazmali dasturlar, fundamentallik, izchillik.

Ta'lim mazmunining tarkibiy qismlari va ularni talabalar tomonidan o'zlashtirilishi o'qitish vositalarini to'g'ri tanlash va o'z o'rnida samarali foydalanishni talab etadi. Biologiya darslarida o'rganilayotgan mavzuning mazmunidan kelib chiqqan holda ularni yoritish imkonini beradigan tabiiy, tasviriy ko'rgazmalar, ekran vositalari, o'quv jihozlari, multimedialar, elektron versiyalar va qo'llanmalardan foydalanish tavsiya etiladi. Darsning mazmuni va foydalaniladigan ko'rgazmali vositalar muayyan o'qitish metodlarini talab etadi. O'qituvchi o'qitish metodlarining turlarini, ularga mansub uslublarni, foydalanish yo'llarini yaxshi bilishi lozim. Shuni hisobga olgan holda quyida o'qitish metodlarining guruhlari haqida fikr yuritiladi. Og'zaki bayon metodlari guruhi o'z ichiga suhbat, hikoya, ma'ruza metodlarini oladi. Quyida shu metodlarning tarkibiga kiruvchi metodik uslublar keltiriladi: Suhbat metodi suhbat savollarini ketma-ketlikda qo'yish, yordamchi va qo'shimcha savollarni o'z vaqtida berish, o'quvchilarni faollashtirish, o'quvchilar javobidagi xatolarni to'g'rilash, xulosa va umumlashtirishni tarkib toptirish uslubi. Hikoya metodi o'quv materialini jonli, obyektlarga xos xususiyatlarni bayon qilish, axborotning ilmiyligi, izchilligi, tushunarlikligi, nutqning ravonligi va ifodalilikligi uslubi. Ma'ruza metodi o'quv materialini mantiqiy ketma-ketlikda bayon qilish, muammolarni qo'yish, obyektlarni aniqlash, taqqoslash, xulosa chiqarish, umumlashtirish, o'quvchilarning diqqatini jalb qilish uslubi. Ko'rgazmali metodlar guruhiga tabiiy va tirik obyektlar, tasviriy ko'rgazma, ekran vositalari, AKTning ko'rgazmali dasturlari, multimedialarni namoyish qilish metodlari kirib, muayyan holda quyidagi ko'rgazmali vositalarni namoyish qilish, illyustratsiya, demonstratsiya, o'quv kinofilmlari, videofilmlar, AKTning ta'limiy, modellashtirilgan dasturlari, elektron darsliklar, multimedialarni namoyish qilish, ko'rgazmaning did va estetik talablarga javob berishi, dars mazmunini yoritishi, ketma-ketlikda o'quvchilar faoliyatini tashkil etish uslublaridan tashkil topadi. Amaliy metodlar guruhiga kuzatish, tajribani tashkil etish va o'tkazish, amaliy ishni bajarish metodlari kirib, ular mos holda, obyektlarni tanib olish va aniqlash, kuzatish va tajribalar o'tkazish, o'quvchilarga amaliy ishning borishini bayon qilish, amaliy ishlarni bajarish rejasini tuzish, amaliy ish topshiriqlarini bajarilishini nazorat qilish, topshiriqlarni bajarish natijalarini tahlil qilish, o'z-o'zini nazorat qilish, amaliy ish, kuzatish va tajribalarni yakunlash va rasmiylashtirish uslublaridan iborat bo'ladi. Muammoli izlanish metodlari muammoli vaziyatlarni yaratish, muammoli savollar zanjirini tuzish, muammoli topshiriqlar tuzish va tajribalar o'tkazish, muammoli vaziyatlarni hal etish yuzasidan o'quv farazlarini hosil qilish, o'quv farazlarini isbotlash, obyektlarni taqqoslash, mantiqiy mulohaza yuritish, o'quv-tadqiqot tajribalarini o'tkazish, o'quv xulosalari va umumlashmalarini ta'riflash uslublarini o'z ichiga oladi. O'qitishning mantiqiy metodlari guruhi induktiv, deduktiv, tahlil, bosh g'oyani ajratish, qiyoslash, umumlashtirish metodlaridan iborat bo'lib: a) induktiv metod xususiy faktlarni muammoli bayon qilish, o'quvchilar faoliyatini xususiydan umumiy xulosalar chiqarishga yo'naltirish, muammoli topshiriqlarni berish uslubi; deduktiv metod umumiy qonunlarni bayon qilish, o'quvchilarning faoliyatini umumiydan xususiy xulosa chiqarishga yo'naltirish uslubi; d) tahlil metodi axborotni anglab idrok etish, o'rganilgan obyektlarning o'xshashlik va farqli tomonlar-



ni aniqlash, o'rganilgan obyektlarni tarkibiy qismlarga ajratish, ular o'rtasidagi boshlanishlarni aniqlash uslubi; e) bosh g'oyani ajratish metodi — o'quv materialidagi asosiy g'oyani ajratish va saralash, axborotni mantiqiy tugallangan fikrli qismlarga ajratish, asosiy g'oya va ikkinchi darajali fikrlarni ajratish, tayanch so'zlar va tushunchalarni ajratish, asosiy fikr haqida xulosa chiqarish uslubi; f) qiyoslash metodi qiyosiy obyektlarni aniqlash, obyektlarning asosiy belgilarini aniqlash, taqqoslash, o'xshashlik va farqlarni aniqlash, qiyoslash natijalarini shartli belgilar bilan rasmiylashtirish uslubi; g) umumlashtirish metodi o'quv materialidagi tipik faktlarni aniqlash, qiyoslash, dastlabki xulosalar, hodisaning rivojlanish dinamikasini tasavvur qilish, umumlashtirish natijalarini shartli belgilar yordamida rasmiylashtirish, umumiy xulosa chiqarish uslublarini o'zida mujassamlashtiradi. Mustaqil ish metodlari guruhiga ko'rgazma vositalari va darslik ustida mustaqil ishlash metodlari kiradi. Ular tarkibiga mustaqil ish topshiriqlarini berish, o'quv faoliyatida mustaqillikni rivojlantirish, o'quv mehnati malakalarini tarkib toptirish, namunaga muvofiq mustaqil ishlarni tashkil etish, ijodiy topshiriqlar berish uslublari kiradi.

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RAQAMLI TA'LIM MUHITIDA DIZAYN MUTAXASSISLARINI TAYYORLASH.

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Annotatsiya: Zamonaviy dunyoda sodir bo'layotgan raqamli texnologiyalarning jadal rivojlanish davrida dizayn mutaxassisliklarini tayyorlashda axborot texnologiyalaridan foydalanish orqali o'qitish samaradorligini, talabalar bilim va ko'nikmalarini oshirish, mustaqil ishlash, loyixalash ko'nikmalarini shakllantirishga asos bo'ladi. Mutaxassislik darslarini Valentina dasturidan foydalanib olib borish ta'lim samaradorligiga katta ta'sir ko'rsatadi.

Kalit so'zlar: vizual namoyish, gipermatn, interfaol o'quv dasturlari.

Barcha rivojlangan va rivojlanayotgan mamlakatlarda ta'limni axborotlashtirishning keng ko'lamli dasturlari amalga oshirilmoqda, umumiy ta'lim samaradorligini oshirish yo'llari izlanmoqda, yangi axborot texnologiyalarini ishlab chiqish va joriy etishda sezilarli sarmoyalar mavjud.

Zamonaviy dunyoda sodir bo'layotgan raqamli texnologiyalarning jadal rivojlanish sur'atlari pedagogika oldiga tendensiyalardan ortda qolmaslik talabini qo'yadi. [1]

Ma'lumki, o'qitishning eng samarali usuli - bu vizual namoyish va o'rganilayotgan materialni sinxron tushuntirish. [2]

O'quv jarayonida axborot-kommunikatsiya texnologiyalaridan foydalanish bu ta'limning motivatsiyasini oshirish usullaridan biridir. AKT nafaqat talaba, balki o'qituvchining ham ijodkorlik shaxsini rivojlanishiga hissa qo'shadi. AKT asosiy insoniy ehtiyojlar-muloqat, ta'lim, o'z-o'zini anglashini ta'minlashga yordam beradi. O'quv jarayonida axborot-kommunikatsiya texnologiyalarini joriy etish darslarning samaradorligini oshirish, o'qituvchini muntazam ishlashdan ozod qilish, material taqdimotining jozibadorligini oshirish, vazifalar turlarini farqlash va hisobot shakllarini diversifikatsiya qilish uchun mo'ljallangan.

O'quv jarayonida zamonaviy axborot texnologiyalaridan foydalanish o'quv materiallarining sifatini yaxshilashga va ta'lim samaradorligini oshirishga imkon beradi, chunki u o'qituvchilarga o'quvchilarning individual ta'lim yo'nalishlarini yaratish uchun qo'shimcha imkoniyatlar beradi. Axborot texnologiyalaridan foydalanish o'qishga tayyor turishning turli darajalariga ega bo'lgan talabalarga alohida yondashuvni amalga oshirish imkonini beradi. Gipermatnli tuzilish va multimedia asosida interfaol o'quv dasturlari moslashuvchan o'quv tizimini yaratish uchun turli qobiliyat va imkoniyatlarga ega bo'lgan talabalarni bir vaqtda o'qitishni tashkil qilish imkonini beradi.

Axborot-kommunikatsiya texnologiyalari o'quv jarayonining ajralmas qismiga aylanishi mumkin, agar ular bir vaqtning o'zida axborotni taqdim etishga va ko'rishga asoslangan bo'lsa. Axborot uzatish ta'minlovchi axborot-kommunikatsiya texnologiyalari sinxron texnologiyalar va asinxron aloqani o'z ichiga oladi. Ta'lim jarayonida axborot-kommunikatsiya texnologiyalaridan foydalanishning eng katta yutug'iga faqat tizimli yondashuv bilan erishish mumkin. Bunday yondashuv o'quv jarayonining bir qismi sifatida ta'lim veb-resurslaridan foydalanishni o'z ichiga oladi.

Ta'lim-tarbiya web-resursini rivojlantirishda axborot-kommunikatsiya texnologiyalaridan yanada keng foydalanish kutilmoqda.

Bo'lajak mutaxassislarini axborot texnologiyalari bilan ishlay olish malakalarini shakllantirishga bo'lgan ehtiyoj, birinchidan, professional ta'lim tizimida ta'lim-tarbiya jarayoniga yangi intellektual ta'lim resurslarini joriy etilishi, ikkinchidan, ulardan foydalangan holda bo'lajak kasb ta'limi o'qituvchisining dars berishi va maxsus fanlar bo'yicha mustaqil tarzda elektron ta'lim resurslarini ishlab chiqarish qobiliyatiga egaligi, uchinchidan, o'qituvchining kasbiy faoliyati samaradorligini oshirish imkoniyatlarini to'liq royobga chiqarilishi bilan chambarchas bog'liq [3-4].

Dizayn mutaxassisliklarini tayyorlashda axborot texnologiyalaridan foydalanish orqali o'qitish samaradorligini, talabalar bilim va ko'nikmalarini oshirish, mustaqil ishlash, loyixalash ko'nikmalarini shakllantirishga asos bo'ladi. Oliy ta'lim muassasalarida dizayner-modelerlarni tayyorlashda zamonaviy axborot-kommunikatsiya texnologiya vositalaridan foydalanish orqali



ta'limni tashkil etishda "Valentina" dasturi qulayligi, o'zlashtirish osonligi, interfeysining sodda ekanligi va ushbu dastur orqali har qanday buyumni istalgan texnologiya orqali loyixalash va modellashtirish, uning o'lchamlarini osonlik bilan o'zgartirish imkoniyati mavjud ekanligi, tayyorlangan model andozalariga modellash chiziqlarini kiritish imkoniyatlarining mavjudligi, har qanday o'zgarishlarni katta xotirada saqlab qolishi, kerak vaqtda qayta ishga tushirilish imkoniyatlari mavjud ekanligi va eng muximi dastur avtomatlashtirilganligi sababli vaqtni tejash imkoniyatini beradi. "Valentina" dasturidan foydalanish orqali talabalarni fanga yanada qiziqitirish, barcha talabalarni individual tarzda qamrab olish imkoniyatani yaratadi. [5]

Xulosa qilib aytganda, AKT asosidagi interfaol darslar tayyorgarlik darajasi har xil bo'lgan bolalarning dars materialini yaxshi o'zlashtirilishiga, olgan bilimlarini yanada kengaytirishga bo'lgan istaklarining paydo bo'lishiga turtki bo'ladi.

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ISSUES ON THE DISTANCE LEARNING IN MODERN CONDITIONS

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Abstract: the article deals with the issues based on studying the efficiency of distance learning in modern conditions. In the current conditions caused by the global spread of coronavirus infection, the whole country was forced to urgently switch to a remote form of professional interaction. Until recently, teachers only assumed the implementation of a possible transition to distance learning, affecting the entire educational space of the university, tried to identify the difficulties of the methodological, educational, pedagogical and psychological nature, to assess possible failures of the interaction "teacher - student" within the learning process in this format.

Key words: distance learning, motivation, electronic means, communication.

Currently, the teachers involved in the shortest possible time in the distance learning format on their own experience can fully assess the unpreparedness for this form of education. Therefore, the urgent task of this period is to adapt the educational process to modern conditions in such a way that the effectiveness of training as a whole is not lost.

It is in the given conditions that something new is being created, which will make it possible to further use this experience of conducting practical classes in teaching a foreign language using various platforms (Moodle, Duo, Zoom, etc.) in the format of distance work as a possible additional means of educational interaction "teacher - student".

The urgency of introducing a distance learning format revealed, first of all, the unpreparedness of university teachers to conduct classes in this format, despite the fact that the university implements some of the programs in the form of distance learning. However, it should be noted that interaction with students is carried out with the help of employees (a special department of the university, in the staff of which there are programmers, system administrators, etc.), who create working conditions using electronic means of communication. Students are provided with all educational and methodological materials in electronic format, the bulk of which is on the university's portal in the documentary base and is annually updated or updated.

The requirement of the present moment is the work of the teacher from home (independent loading of the platform, connection to the meeting mode, etc.). This was especially difficult for teachers over the age of 60, who partly mastered the possibilities offered by electronic means of communication, but only for personal use and interaction with colleagues and employees of the educational institution for the implementation of the educational process as a whole. Even to download a certain platform, they need detailed instructions and advice from the department staff, not to mention using the opportunities that each platform provides. Consequently, one of the significant problems was the insufficient training of teachers for installing platforms of Internet resources, studying their capabilities and, as a result, a violation of sustainable interaction with students online. Hence, one of the gaps in the system was the unpreparedness of teachers to respond quickly to changing conditions in society and, accordingly, in the educational environment. Teachers should be able not only to convey the program content of the discipline to students, but also be able to master a computer and new Internet technologies at a fairly good level. The motivation for successful educational interaction should characterize the activities of teachers using modern information and communication technologies in teaching a foreign language. The basis of the teacher's professional motivation is interest in the subject being taught and the desire to realize oneself in the educational process of an educational institution as a competent person, which today undoubtedly includes computer literacy.

Concerning the motivation of the teacher, it is necessary to emphasize the increase in the level of motivation of students to learn a foreign language, caused by the transition to a distance learning format of the university. Students are actively involved in communicative interaction through an electronic webinar with teachers. Students are present with their full complement and are more active. Perhaps this is due to the fact that, being full-time students and getting used to eye contact with the teacher, trying to answer as quickly as possible, they thereby strive to draw the teacher's attention to their answer. In addition, the visual assessment of the group students decreases, since



the assessment of the result of communicative interaction is carried out not only on the basis of the perception of the information heard, but also the visual perception of the subject performing speech activity. Students who experienced a "clamp" in the classroom when communicating in a foreign language began to enter and respond to various situations of speech interaction much calmer and more confidently [2, p. 556]. Despite the fact that the results of the current control were postponed to the end of the semester, students, according to a survey of teachers, are engaged in a distance format more actively.

Determining the characteristic features of the distance teaching a foreign language at a university, the mediated nature of the communicative interaction "teacher - student", which is realized through the means of information and communication technologies, is emphasized. And if, on the one hand, there is a reduction in the volume of direct communicative interaction of the subjects of the educational process, on the other hand, this form of education allows one to significantly intensify independent work. The skills of independent work are the most relevant now, taking into account the requirements of the market, since a modern professional must be able to plan and organize activities to solve a specific problem [2, p. 190].

Thus, it should be noted that, despite the relevance of the distance learning in the current conditions and the effectiveness of the use of automated learning systems, this form of education cannot be considered a full-fledged alternative to full-time education.

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БОЛАЛАРДА КИТОБХОНЛИКНИ ШАКЛЛАНТИРИШНИНГ МОҲИЯТИ

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Аннотация: Мақолада китобхонлик изланувчанликнинг инсон тақдиридаги ўрни, айниқса унинг қадрият сифатидаги аҳамияти жамиятимизда демократик тамойилларнинг қарор топишида ҳақиқатнинг рўёбга чиқишида, фуқароларнинг ўз-ўзини бошқаришни таъминлашдаги ўзбек минтақасида ишлаб чиқилган. Китобхонлик изланувчанликнинг жамият маънавий юксалишига хизмат қилиши, жамиятни маърифат билан боғлаш, айниқса унинг хис-ҳаяжон, ички-кечинмалар билан юзага келиши ҳақида баён этилган

Калит сўзлар: Оила, мактаб-махалла, бола ёши, тайёрлов гуруҳи, китобхонлик, тарбиячи, қобилиятни шакллантириш.

Таълим мазмунини такомиллаштириши билан ўқиш жараёни талаб қиладиган болаларнинг ҳуқ-атвор ва ҳатти-ҳаракат шакллари ҳам ривожланиб боради. Бу эса ўқув жараёнида таълим ва тарбия узвийлигидан далолат беради. Тарбия натижаси боланинг эртақ, ҳикоя эшитишга нисбатан бўлган муносабатида акс этади. Тарбия ўз ичига боланинг виждонийлиги, жавобгарликни ҳис қилиш, ўзига нисбатан талабчанлик ва ўз-ўзини танқид қила билиш каби фазилятларни олади. Ҳақиқатан ҳам бу фазилятлар болада бўлмаса, у яхши ўқий олмайди. Бу фазилятларнинг шаклланиши боланинг муайян билимни тўлиқ ўзлаштиришига тўсқинлик қилади. Демак, боланинг китобхонлик изланувчанлиги тарбия жараёнида ва унинг бутун ҳаёти давомида ривожланади.

Умуман, МТТ ёшидаги даврида болалар қалбида инсонпарварлик пойдевори қўйилади. Булар: ростгўйлик, ҳалоллик, тўғрилиқ, дўстлик, ўртоқлик, саҳийлик, ҳамжиҳатлик, меҳнатсеварлик, ватанпарварлик, ҳушмуо-милалиқ, бошқаларга ҳурмат-иззат, катта-га муносабат кабилар. Мактабга тайёрлов гуруҳи болаларида китобхонлик қобилиятни шакллантиришда биринчи синфдан тўртинчи синфгача бўлган давр мобайнида муҳим ўзгаришлар рўй беради. Бу ёшнинг охириги даврларига келиб китобхонлик қобилиятни ҳақидаги билимлар, тасаввурлар ва мулоҳазалар сезиларли даражада бойийди, онглироқ тус олади. Биринчи ва иккинчи мактабга тайёрлов гуруҳи болалари ўз ҳатти-ҳаракатлари тажрибасига, тарбиячилари ҳамда ота-оналарнинг берган кўрсатмаларига ва тушунтиришларига асосланган ҳолда китобхонлик қобилиятни ҳақида мулоҳазалар юритадилар. Учинчи, тўртинчи мактабга тайёрлов гуруҳи болаларининг китобхонлик қобилиятни ҳақидаги мулоҳазаларида ўз ҳатти-ҳаракатлари тажрибасига асосланиш билан улар бошқа кишиларнинг одамларга кўрсатган ғамхўрлигини таҳлил қилишга интилиш кўзга ташланади. 5 - 6 ёшдаги болалар кўпинча тўғридан-тўғри катталарнинг, чунончи тарбиячининг кўрсатмалари билан инсонпарварлик ишларини амалга оширадилар. МТТнинг мактабга тайёрлов гуруҳи болалари эса ташқаридан бўладиган кўрсатмаларни кутиб ўтирмай, бундай ишларини ўз ташаббуслари билан амалга оширадилар. Бу ёшдаги болаларда китобхонлик изланувчан ҳатти - ҳаракатлар ўзининг барқарорлиги ва қарама - қаршилиги билан ажралиб туради. Болаларнинг ҳатти - ҳаракатларида китобхонлик изланувчанликка хос бўлган хусусиятлар анча аниқ ва ёрқин бўлади. Бу хусусиятлар кейинчалик ҳаётда таркиб топган китобхонлик қобилиятхарақтерлари билан шаклланади. Шуни айтиш керакки, болаларда учрайдиган беихтиёрлик, ўзини тутат билмаслик жараёнининг кучсизлиги натижасида намоён бўлиши мумкин. Шунинг учун ҳам болага ғамхўрлик қилиш, унга ҳурмат муносабатида бўлиш ва кенг жамоа орасида ана шундай муҳитни вужудга келтириш ундан китобхонлик изланувчанликка хос хусусиятларнинг намоён бўлишига олиб келади.

Шуни айтиш керакки, болалар характер жиҳатдан ўзаро фарқланиб турадилар. Уларнинг баъзиларида ўйламасдан, майлар ва тасодифий сабаблар таъсирида ҳаракат қилишлар учраб туради. Бунинг асосий сабаби мазкур ёшдаги болалар ёш бўлгани туфайли ҳатти - ҳаракатларини идора қила билмасликлари ва ташқаридан фаол таъсир этадиган вазиятдан



келиб чиқиши мумкин. Шунинг учун бу ёшдаги болаларда китобхонлик қобилят хусусиятлари бўлиши мумкин эмас деб қараш тўғри эмас.

5 - 6 ёшли бола ўз олдига қўйган мақсадни узоқ вақт давомида кўзлаб боришни, қийинчилик ва тўсиқларни қатъиятлик билан енгишни ҳали билмайди. У муваффақиятсизликка учраган пайтда ўз кучига ва имконият-ларига бўлган ишончни йўқотиб қўйиши мумкин. Мактабга тайёрлов гуруҳи болаларида китобхонлик қобилятни шакллантиришда қарама-қарши-ликларни ҳам учратиш мумкин. Бу камчиликлар оила тарбиясида йўл қўйилган нуқсонлар оқибатида пайдо бўлиши мумкин. Бунда бола ўзининг барча талаб ва ҳохишлари қондирилишига одатланиб қолган бўлади. Боладаги бу салбий иллатлар асосан ўз олдига МТТ томонидан қўйган талабларга, норозилик аломатларида намоён бўлади. Шунингдек, бу ёшдаги болаларда меҳрибонлик, билимга қизиқувчанлик каби ижобий хислатлар мавжуд бўлади. Бу ёшдаги ўқувчиларнинг муҳим ёш хусусиятларидан бири тақлидчи-ликдир. Улар катта ёшли кишиларга ва баъзан тенгқурларига, шунинг билан бирга яхши кўрган китоблари ва кино фильмларидаги қаҳрамонларга тақлид қиладилар. Бу эса шахсий намуна бўлиш орқали шахсга хос ижтимоий қимматли хислатларини тарбия топиш имконини беради. Аммо бунини хавфли томони ҳам йўқ эмас. Чунки бу ёшдаги бола катталардан фақат ижобий томонларинигина қабул қилмайди, балки тақлид объектидаги салбий хислат, қилиқ ва одатларни ҳам шундайлигича кўчириб олиши мумкин. Шунингдек, бу ёшдаги болалар ўзларининг хиссиётларининг беқарорлиги, кайфиятла-рининг тез-тез ўзгариб туриши, руҳий ҳаяжонланишга мойилликлари, хурсандлик, ғамгинлик, ғазаб, кўркўвларининг қисқа муддатли ва жўшқин бўлиши билан ажралиб турадилар.

Агар тарбиячилар болада китобхонлик қобилятни мақсадга мувофиқ равишда ҳосил қила борсалар, болаларда инсонпарварликни англаш сезиларли равишда намоён бўла бошлайди. Лекин, бу ёшдаги болаларда китобхонлик қобилят ҳали етарли даражада барқарор ва батамом мустақил бўлмайди.

Фойдаланилган адабиётлар рўйхати

1. 2020 — 2025 йилларда китобхонлик маданиятини ривожлантириш ва қўллаб-қувватлаш миллий дастурини тасдиқлаш тўғрисида. вазирлар маҳкамасининг 2020 йил 14 декабрдаги 781-сон қарори.

2. “Ёшлар ва китобхонлик: анъанавий ва замонавий усуллар” мавзусида медиа-тур. *Халқ таълими вазирлиги. Ахборот хизмати.* www.uzedu.uz, press@xtv.uz

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ САМООБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ-МЕДИКОВ ПРИ ИЗУЧЕНИИ ПРОФЕССИОНАЛЬНОГО АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: В тезисе рассматриваются теоритические основы самообразовательной деятельности студентов-медиков при изучении английского языка.

Ключевые слова: саморазвитие, самообразование, непрерывное образование, самостоятельность, компетентность

Реалии современной жизни требуют от выпускников вузов готовности к самостоятельному решению сложных профессиональных задач. Готовность мыслить самостоятельно, грамотно обозначать проблему, анализировать возможные пути ее решения являются важными составляющими успеха специалиста любого профиля.

Решение этих задач невозможно без повышения роли самостоятельной работы студентов над учебным материалом, усиления роли преподавателя в развитии навыков самостоятельной работы и стимулировании профессионального роста обучаемых, воспитании их творческой активности и инициативы. Самостоятельная работа студентов рассматривается как учебная и научно-исследовательская деятельность, направленная на развитие общих и профессиональных компетенций.

Самостоятельная работа выполняется без непосредственного участия преподавателя, но по его заданию и в специально предоставленное для этого время. Основная задача высшего образования на современном этапе заключается в формировании творческой личности специалиста, способного к **саморазвитию, самообразованию**, инновационной деятельности. Для решения этой задачи недостаточно традиционной передачи знаний в готовом виде от преподавателя к студенту. Возникает необходимость перевода студента из пассивного потребителя знаний в активного творца, умеющего сформулировать проблему, проанализировать пути ее решения, найти оптимальный результат и доказать, и проверить его правильность.

Особенностью современного высшего образования является преодоление его направленности лишь на приобретение профессии. Научно-технический и индустриальный прогресс диктует необходимость преодоления барьера образования, полученного только в рамках вузовской подготовки. Сегодня перед вузами всех профилей стоит задача - в процессе обучения всемерно содействовать саморазвитию и самообразованию личности, ее способности и готовности к освоению новых знаний и системы социальных ролей.

В настоящее время в качестве ведущей формируется и развивается общественная парадигма, основанная на знаниях. Осознание важности социально-экономического потенциала образования привело к идеологии, теории и практике непрерывного обучения «длиною в жизнь». Цели и задачи такого обучения провозглашены в 1999 году в Кельнской хартии на саммите Большой восьмерки. «Непрерывное образование должно стать главной политической программой гражданского общества. Ход и перспективы реализации идеи непрерывного образования в государствах членах ЕС отражены в проекте «Образование и обучение 2020».

Так как профессиональная деятельность современного специалиста все более приобретает субъектный характер, отличается высокой степенью самостоятельности, произвольности, она предполагает обязательное наличие развитой способности к самореализации творческого индивидуально-личностного потенциала.

Актуальность проблемы овладения студентами методами самостоятельной познавательной деятельности, их подготовки к самообразовательной деятельности обусловлена тем, что в период обучения в вузе закладываются основы профессионализма, формируются умения самостоятельной профессиональной деятельности. В этой связи особенно важно,



чтобы студенты, овладевая знаниями и способами их добывания, понимали, что самостоятельная работа призвана дополнять и завершать задачи всех других видов учебной работы, так как никакие знания, не ставшие объектом собственной деятельности, не могут считаться подлинным достоянием личности.

Роль самообразования студентов также усиливается в связи с реализацией в высшем образовании основных положений Болонского процесса, предусматривающих, в частности, перевод вектора из области репродуктивного образования в область самостоятельной познавательной активности студента при усилении индивидуальной работы с каждым студентом.

На сегодняшний день **основными характеристиками** самообразования являются **самостоятельность, непрерывность, дисциплинированность, целеустремлённость, нацеленность на результат**. К тому же, самообразование является процессом, который длится не какой-то конкретный период времени, а всю жизнь человека, если он проявляет живой интерес ко всему, что есть вне его, и что происходит внутри него. Иначе личностный рост и развитие становятся намного сложнее или прекращаются вовсе.

С позиций личностно - ориентированного обучения можно выделить такие характеристики самообразования, как гуманитаризация, диверсификация, многоуровневость, индивидуализация, непрерывность, информатизация.

В условиях современной научно-технической революции, порождающей глобализацию мировой экономики, выпускник высшей школы должен быть готов к самостоятельному поиску значимой информации и ее анализу в контексте стоящих перед ним проблем. Иными словами, важнейшей задачей образовательных учреждений становится целенаправленное формирование у обучающихся готовности к самообразованию [1, с.3].

Все вышесказанное свидетельствует об актуальности проблемы выявления психолого-педагогических условий, обеспечивающих становление субъектности, стимулирующих готовность к постоянной профессионально ориентированной самореализации и потребности в ней. По справедливому утверждению А.Б. Ходжаян и Н.В. Агранович, постоянное изменение условий жизни требует от системы профессионального образования формирования нового подхода, где приоритетом является личность студента, что в конечном итоге будет способствовать активизации творческой личностной позиции, обучаемых в отношении к осваиваемой профессии. Требуется нормативная разработка такого типа профессионального образования, которое сможет создавать ситуации самореализации будущего специалиста [10].

Анализ теоретических исследований показывает, что на сегодняшний день недостаточно изучены возможности отдельных учебных дисциплин в формировании у студентов готовности к самообразовательной деятельности. Между тем, как подчёркивает Е.П. Белозерцев, каждая учебная дисциплина должна быть обращена к профессиональной (в нашем случае медицинской) подготовке будущих специалистов [2, с. 61-68]. В этой связи весьма важным представляется изучение и использование потенциала иностранного языка в процессе формирования у студентов педагогического вуза готовности к самообразованию.

Смысл самообразования выражается в удовлетворении познавательной активности, растущей потребности студента в самореализации путем непрерывного образования, а также в овладении техникой и культурой умственного труда, умении преодолевать проблемы, самостоятельно работать над собственным, в том числе профессиональным, совершенствованием,

Целью самообразования является:

- обеспечение непрерывности и системности деятельности обучающихся по овладению новыми знаниями и навыками
- максимальный учёт их индивидуальных особенностей и познавательных потребностей в процессе обучения.

Изучение и анализ психолого-педагогической литературы [3,4,5,6] позволяет выделить современные **характеристики** самообразования как социокультурного феномена, среди которых такие, как:

- содействие передаче базовых культурных ценностей и функций общества;
- помощь в осуществлении социализации обучающихся, содействие интенсивному вхождению молодых людей в мир культуры;



- создание условий для достижения интеллектуальной свободы личности, ее личной автономии,
- вооружение студентов приемами самообразования, активизирующими их интеллектуальное и личностное развитие;
- создание фундамента для саморазвития личности, обеспечение возможностей для самореализации;
- содействие усвоению новых подходов человеческой жизнедеятельности.

Самообразование является важнейшим компонентом образовательного процесса, позволяющим реализовать личностные потребности обучающихся.

В "Педагогическо - энциклопедическом словаре" самообразование характеризуется как целенаправленная познавательная деятельность, управляемая самой личностью; приобретении систематически знаний в какой-либо области науки, техники, культуры, политической жизни т.п. В основе самообразования - интерес занимающегося в органическом сочетании с самостоятельным изучением материала. Самообразование - одно из средств самовоспитания.

В «Словаре русского языка» С.Я. Ожегова исключается какая-либо совместная деятельность (под руководством учителя, библиотекаря, консультанта, родителей): «Самообразование - приобретение знаний путём самостоятельных занятий, без помощи преподавателя».

В Российской педагогической энциклопедии самообразование рассматривается как целенаправленная познавательная деятельность, управляемая самой личностью; приобретение систематических знаний в какой-либо области науки, техники, культуры, политической жизни и т.п.

В основе самообразования лежит непосредственный личный интерес занимающихся в органическом сочетании с самостоятельностью изучения материала. Самообразование - одно из средств самовоспитания. Как отмечается в энциклопедии, «самообразование - составная часть непрерывного образования - выступает как связующее звено между базовым образованием (общим и профессиональным) и периодическим повышением квалификации, переподготовки специалистов».

Самообразование – это «система умственного и мировоззренческого самовоспитания, влекущая за собой волевое и нравственное самоусовершенствование, но не ставящая их своей целью». (Г. М. Коджаспирова) [7, с. 32].

Суть самообразования заключается в «овладении техникой и культурой умственного труда, умении преодолевать проблемы, самостоятельно работать над собственным совершенствованием» [8, с. 117].

«Самообразование», как подчёркивает М.И. Князева, рассматривается не только как самостоятельное овладение знаниями, но и как строительство, созидание собственной личности, при этом личность "впитывает не столько узко понимаемое конкретное знание, информацию, сколько приобретает и впитывает всю человеческую культуру, вступает с ней в разнообразные взаимоотношения, вырабатывая и обретая творческие и этические качества" [9, с.49].

В настоящее время можно обозначить две **тенденции** в определении понятия «самообразование»: «самообразование» как познавательная деятельность для самосовершенствования (предлагаются различные варианты); «самообразование» как самосозидающая, самообразующая деятельность, как сознательное построение своего внутреннего мира, своего образа. То есть, в данном случае самообразование рассматривается в контексте процесса самовоспитания личности.

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STEM-ОБРАЗОВАНИЕ НА УРОКАХ ИНФОРМАТИКИ: МЕЖПРЕДМЕТНЫЕ СВЯЗИ

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STEM-образование предлагает систему межпредметных знаний для проектной работы в области научных и инженерных технологий. Под STEM (Science-естественные науки, Technology-технологии, Engineering -инжиниринг, Mathematic-математика) понимают ряд или последовательность курсов или программ обучения, которые готовят учеников к успешному познанию и трудоустройству, и требует различных более технически сложных навыков, в частности с применением математических знаний и научных понятий. На основе STEM появились новые варианты данного понятия, наиболее распространенными из которых являются STEAM (наука, технологии, инженерия, искусство и математика) и STREM (наука, технологии, робототехника, инженерия и математика). В настоящее время STEM является одним из главных трендов в мировом образовании. Благодаря стремительному развитию технологий появляются новые профессии, повсеместно растет востребованность специалистов STEM.

Развитию познавательного интереса учащихся к информатике и программированию способствует решение различных задач с межпредметным содержанием. При решении таких задач учащиеся закрепляют полученные на уроках знания по работе графическим и текстовым редакторами, формируются понятия алгоритм и способы описания алгоритмов, а также типы алгоритмов.

Рассмотрим некоторые из них. При изучении темы «Текстовый редактор» на 1 курсе учащимся можно предложить выполнить задания из таких предметов, как русский язык и литература, география, биология, черчение. Рассмотрим на примерах.

Задание 1: **Интеграция с русским языком.** Выполнить в MS Word - Исправьте грамматические ошибки в словарных словах:

Призидент, притиндент, призерать, генирал, витеран, пирила, виласепед, лозурь, богряный, берюзовай, мотиматека, обожур, ровнина, бохрома, корниз, квартира. При выполнении задания необходимо обратить внимание учащихся на подчеркивание текста волнистой линией.

Задание 2: **Интеграция с русским языком.** Выполнить в MS Word - Удалите или вставьте буквы в слова с удвоенными согласными, так, чтобы все слова были записаны правильно : Апарат, исказить, окупация, юнный, маса, сора, бассейн, искусный, искусство, миллион, дирректор, тераса, траса, кристал, галлерей, расчет, расвет.

Задание 3: **Связь с географией** - Используя операции работы с фрагментом текста, создать таблице в MS WORD в заполните таблицу 3 информацией о частях света (см. рис. 1).

Задание 4: **Связь с географией.** Заполнить таблицу 4 информацией о материках (см. рис. 2).

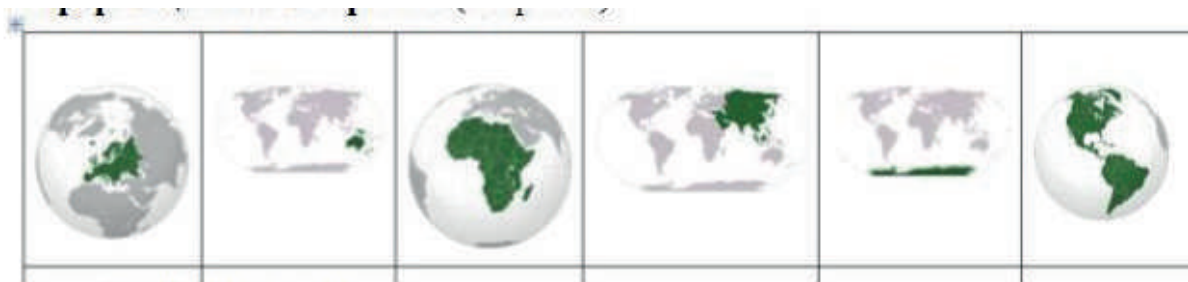


рис 1. Части света



табл. 3 Части света

Части света: 1. Европа, 2. Африка, 3. Америка, 4. Антарктида, 5. Азия
6. Австралия с Океанией.



рис 2. Материки



табл. 4 Материки

Материки (континенты): 1. Европа, 2. Азия, 3. Евразия, 4. Африка, 5. Северная Америка, 6. Южная Америка, 7. Антарктида, 8. Австралия.

Задание 6: Переставьте строки используя операции Копирования и Вставки (см. рис. 3).

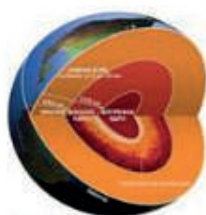


рис 3. Внутренне строение Земли

Земная кора	1	
Ядро	2	
Мантия	3	

табл. 5. Внутреннее строение Земли

СВЯЗЬ С БИОЛОГИЕЙ:

Задание 7: Заполните таблицу 6, используя операции работы с фрагментом текста (см. рис. 4).

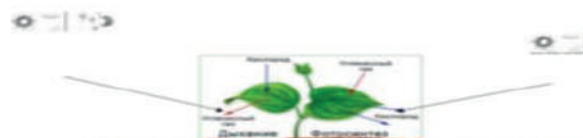


рис. 4. Особенности жизнедеятельности растений

№ пп	Вопросы	Фотосинтез	Дыхание
1	В какое время суток происходит?		
2	Какой газ при этом поглощается?		
3	Какой газ выделяется?		

табл. 6. Особенности жизнедеятельности растений

Слова для заполнения: углекислый газ, кислород, днём, днём и ночью. Задание 9:
Заполните таблицу 7. Создайте таблицу по рисунку в MS WORD и введите: да если есть,
нет – если нет.

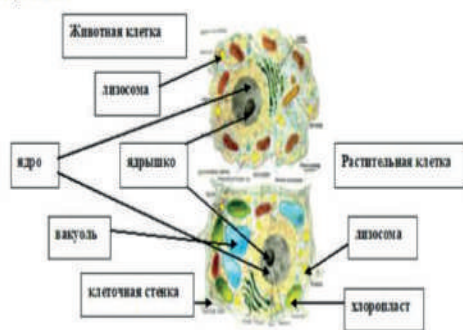
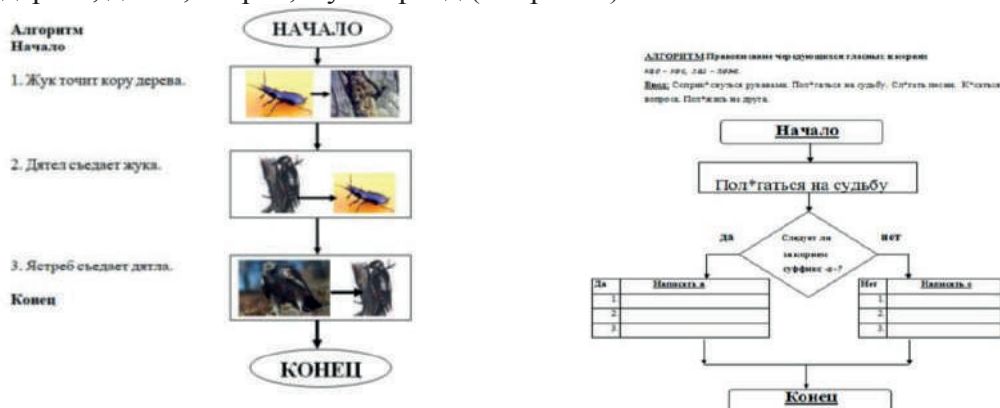


рис. 6. Растительная и животная клетка

Компоненты клетки	Растительная клетка	Животная клетка
Цитоплазма		
Ядро		
Ядрышко		
Пластиды		
Оболочка		
Вакуоли	с	

Используя словесное описание и составление блок-схем алгоритмов «Пищевая цепь» в работах учащихся 2 курса, выполненные в графическом редакторе Corel Draw. Например: а) кора дерева, дятел, ястреб, жук-короед (см. рис. 7).



Каждый выпускник, прошедший полный курс обучения должен обладать компетенция-ми, которые составляют основу действующих образовательных стандартов. Компетенции состоят из структурных компонентов. Это знания, умения, мотивация и профессиональный опыт. Знания и умения формируются в процессе изучения дисциплины. Опыт профессиональной деятельности (в виде применения полученных в процессе обучения знаний на практике) в нашей системе обучения практически отсутствует. Поэтому профессиональную компетенцию нельзя считать полностью сформированной. Лучший способ формирования профессиональных компетенций это практическая деятельность педагога, и надо создать такие курсы, чтобы конечным результатом стала именно практическая работа по реализации STEM проекта. Таким образом, именно в практической работе с учениками по реализации STEM-технологий будут формироваться профессиональные компетенции будущих и настоящих педагогов.

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2. Stem. Что такое... технологии. Интересные задания и удивительные факты. Брюзони К.
3. Что такое... инженерное дело. Интересные задания. Дж. Джакоби



МАКТАБГАЧА ТА'ЛИМ TASHKILOTLARIDA EKOLOGIK TA'LIM TARBIYA" PEDAGOGIK KONSEPSIYASI

Raximova Zohida Shodmonovna
Andijon viloyati Jalaquduq tumani
31-davlat maktabgacha ta'lim tashkiloti
"metodist tarbiyachi"

Annotatsiya: Ushbu maqolada Maktabgacha ta'lim tashkiloti va Oila bilan hamkorligi yuzasidan ularning ekologik ongi va ekologik madaniyatini yuksaltirish maqsadida atrof-muhitni muxofaza qilish, tabiat boyliklaridan unumli foydalanish, chiqindilarni qayta ishlash, tabiatga zarar yetkazmaslik, suvni tejash, tejamkorlik holatini bolalar ongiga singdirishda turli xil me'tod va usullardan jumladan: ertaklar, didaktik o'yin, syujet rolli o'yinlar asosida singdirib borish yoritilgan.

Аннотация: В этой статье, в сотрудничестве с дошкольным учреждением и семьей, в целях повышения их экологической осведомленности и экологической культуры, различных аспектов защиты окружающей среды, эффективного использования природных ресурсов, утилизации отходов, защиты природы от вреда, сохранения водных ресурсов, Детям прививают бережливость, включая самые разные приемы и приемы: сказки, дидактические игры, сюжетно-ролевые игры.

Annotation: In this article, in cooperation with the Preschool and the Family, in order to raise their environmental awareness and ecological culture, various aspects of environmental protection, efficient use of natural resources, waste recycling, non-harm to nature, water conservation, thrift are instilled in children including various methods and techniques: fairy tales, didactic games, plot role-playing games.

Kalit so'zlar: Ekologik ong, ekologik madaniyat, atrof-muhit, tejamkorlik saboqlari, muhofaza qilish, qadriyat, isrof qilmaslik, ozodalik, zilol suv.

Ключевые слова: экологическое сознание, экологическая культура, окружающая среда, уроки экономики, охрана, ценность, безотходность, чистота, чистая вода

Keywords: Ecological consciousness, ecological culture, environment, saving lessons, protection, value, not wasting, cleanliness, clear water

Maktabgacha ta'limda Ekologik ilm olishning asosiy maqsadi tarbiyalanuvchilarni o'rab turgan atrof tabiiy muhitni kattalar yordamida ongli anglay olishlari, bilishlari va tushunishlari va ekologik madaniyatli shaxs qilib tarbiyalash. Maktabgacha ta'limning mazmuni va sifatiga qo'yiladigan ekologik talablarni belgilash, milliy umuminsoniy va ma'naviy qadriyatlar ekologik ong, ekologik madaniyatlar asosida tarbiyalashning samarali shakllari va usullarini joriy etish, o'quv tarbiya jarayoniga innovatsion pedagogik va zamonaviy axborot kommunikatsiya texnologiyalarini joriy etish, ekologik ta'lim tarbiya faoliyati sifatini nazorat qilishning huquqiy asoslarini takomillashtirish. Maktabgacha ta'lim tashkilotlarida to'laqonli va xavfsiz ekologik toza mahsulotlar bilan ovqatlantirishni tashkil etishga bo'lgan sanitariya-gigiyenik talablarini belgilash ekologik madaniyatli qilib tarbiyalash. Ekologik ta'lim tarbiyani tashkil etishda xorijiy davlatlar tajribasidan bizni mentolitimizga hos bo'lgan xususiyatlarini amaliyotga tadbiq etish. Shundan G'arbiy Yevropada tarbiyalanuvchilar maxsus xo'jaliklarida yovvoyi va uy hayvonlari bilan muloqotda bo'lishi va ularni parvarish qilish orqali ekologik ta'lim va tarbiyani 3 yoshdan olishni boshlaydilar.



Maktabgacha ta'lim yoshdagi bolalar uchun ekologik ta'lim-tarbiya berishdagi me'tod va usullar. she'riyat

Tabiatni asrang bolalar	
Tabiatni sevamiz Tabiat dardga davo O'simliklar bor ekan Olamiz toza havo Qushlar uning doktori Xashoratlardan tozalar Ularni boqing asrang Yodda tuting bolalar Ragatkadan tosh otib Qushlarni o'ldirmangiz Ko'chatlarga suv bering ularni so'ldirmangiz Suv hayot manbai Uvol qilmang ularni Axlatlarni tashlamang Yodda tuting bularni	Chiqindi narsalarni Xol xoliga solingiz Qayta ishlash yo'li bor Buni eslab qolingiz Ichimlik suv xisobli Avaylab asrang uni Jo'mraklarni berkiting Yoddan chiqarmang shuni Daraxtlarning shoxini Egib sindirib olmang Yana meva beradi Sizchi uvoliga qolmang Gullar ekib o'stiring Baxra olsin dilingiz Vatan gullab yashasin Esda tuting barchangiz
Mualliflar: Raximova Zohida Shodmonovnaning Raximov Shodmonali Ergasheva Maxpura	

Bolalar bog'chalari qanday bo'lgan? Nega ular bunday nomlanadi?

Maktabgacha ta'lim tarbiya tashkilotlari nemis o'qituvchisi Fridirix Fryobelning sharofati bilan paydo bo'lgan. 1837-yilda u o'zining "Bolalar bog'chasi Kindergarten deb nomlangan tashkilot ochib, yosh avlodga maxsus ta'lim-tarbiya berish g'oyasini amaliyotga tadbiq etgan. Nemis tilidan so'zma-so'z tarjima qilinganda bu atama "Bolalar bog'i" degan ma'noni anglatadi. Fryobel bu g'oya orqali bolalar barcha zarur ko'nikmalar-ni egallaydi, jamiyatda o'zini tutish qonun qoidalarini o'rganadi. Birgalikdagi tadbirlar va o'yinlar orqali shaxs sifatida rivojlanadi deb ishongan. U bolalarni bog'dagi o'simliklar bilan taqqoslagan, chunki ular ham muvommal rivojlanishi uchun bog'bonning mexri va e'tiboriga muxtoj. Haqiqatdan ham bola ta'lim-tarbiyasi uchun xavfsiz ekologik sharoit tarbiyachining pedagogik mahorati, mexr-muxabbati orqali intellektual salohiyatli barkamol avlod voyaga yetadi.

Foydalanilgan adabiyotlar:

1. O'zbekiston Respublikasi Maktabgacha ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi PQ 1243-son 08.05.2019 yil
2. O'zbekiston Respublikasida Ekologik ta'limni rivojlantirish konsepsiyasini tasdiqlash to'g'risida 434-son 27.05.2019
3. Ekologik ta'lim atrof muhit musaffoligini asosiy omili.
4. Maktabgacha yoshdagi bolalarga ekologik ta'lim tarbiya berish masalalari 2015-yil maqola
5. O'zbekiston Respublikasining Ekologik ta'limni rivojlantirish borasidagi biologiya-iqtisodiy bilim asoslari fanlari bilan integratsiyalashganligi. 2018 yil 14-iyun
6. Bolalarni tabiat bilan tanishtirish metodikasi. 2018 yil Maktabgacha ta'limda zamonaviy yondashuvlar moduli, Maktabgacha yoshdagi bolalar fiziologiyasi va gigiyenasi asoslari.
7. O'zbekiston Respublikasi Ekologiya va atrof-muhitni himoya qilish Davlat Qo'mitasi
8. O'zbekistondagi Ekologik muammolar. MTMRMQTMOI professor o'qituvchilarning "MTTda ekologik ta'lim tarbiyani tashkil etish" ma'ruzasidan
9. Maktabgacha ta'lim yoshdagi bolalarda ekologik ta'lim tarbiyani singdirishda ertak va she'rlarning o'rni. Muallif Z.Raximova 2021-yil



ФРЕЙМЛАР НАЗАРИЯСИДАН МАНТИҚДА ФОЙДАЛАНИШ ТАЖРИБАСИ.

Эшонқулов Ш.У.

Жиззах политехника институти катта ўқитувчиси

Аннотация: Билим фреймлари – бу нутқ сўзлашда билимга айланган ахборот “парчалари”. Улар сўзда мавжуд бўлган ахборотни умумлаштириш, кодлаш, кодини ечиш, тушунтириш, талқин қилиш, мантикий моделлаштириш юз бериши билан характерланади.

Калит сўзлар: Мантик, нутқ, фикр, хотира, ахборот, ахборот тизимлари, ахборот технологиялари, предмети, тузилиши, назарияси, амалиёти, техник, тарбиявий, маданий, эстетик, услубий аъамияти.

Мантик тафаккурнинг тил шаклидаги тузилмаларини ўрганади. Маркс ва Энгельснинг таъкидлашича, “тил фикрнинг бевосита воқе бўлишидир”. Руҳшунослар ҳам шу ҳақида гапирадилар. С.Л. Рубинштейн тил воқелигини “онгнинг яшаш шакли” деб атайди. Таниқли америкалик руҳшунос Ж. Брунер ўзининг “Психология познания” китобида тилни билиш жараёнининг зарур шарт ва асоси деб ҳисоблайди. Психоллингвистика билан шуғулланувчи тадқиқотчилар, масалан, Д. Слобин, Ж. Грин, фикрлаш фаолиятида тилга ҳал қилувчи ўрин ажратадилар.

Фикрлаш ва нутқ жараёнларида тилнинг аҳамияти, унинг ўрни жуда муҳим. Шунинг учун тил ва нутқнинг ўзаро муносабатини кўриб чиқамиз.

Энг аввало, фалсафа ва психологиянинг тафаккур ва нутқ ажралмасми, деган эски масаласи ҳозиргача якуний жавоб олгани йўқ. Америка бихевиористик психологиясининг (инг. behaviour – ҳулқ-атвор) асосчиси Ж. Уотсон фикрлаш жараёнлари шунчаки ҳиқилдоқнинг ҳаракатланиш кўникмалари, деб тахмин қилганди. Бошқача айтганда, тафаккур, унинг фикрига кўра, яширин нутқдан ўзга нарса эмас.

Буюк совет руҳшуноси Л.С. Виготский ўзининг “Мишление и речь” (Тафаккур ва нутқ) (1934) деб номланган асарида филогенезда ҳам (организмнинг тарихий ривожланиши), онтогенезда ҳам (организмнинг индивидуал ривожланиши) новербал (нутқий бўлмаган, сўзсиз) тафаккур элементлари мавжудлигини исботлайди. Амалий вазифаларни ҳал этишдаги “амалий тафаккур”, ҳиссий бақириқлардан иборат бўлган ноинтеллектуал нутқ ва ҳ.к. бунга мисол бўлиши мумкин.

Бугунги кунда замонавий компьютер технологиялари инсон ҳаётининг барча соҳаларида, шу жумладан таълим соҳасида фаол равишда амалга оширилмоқда. [2]

В.И. Курбатовнинг таъкидлашича, нутқ соф жисмоний гапириш, талаффуз қилиш, лаблар, тил ва ҳиқилдоқ ҳаракати жараёнидир.

Нутқ сўзлаш – шунчаки жисмоний ҳаракат эмас. Бу тилни ишлатиш. Соф талаффуздан ташқари, нутқ ҳаракати мулоқот жараёнини, ахборот узатишни, натижа беришни, тушунишни, қайтадан тиклашни (эшиттиришни) ўз ичига олади. Тил ўз-ўзидан белги-ахборот тизими бўлиб, ундан фойдаланиш жараёнисиз ўликдир. Нутқ сўзлаш бу тизимдан мулоқот жараёни учун фойдаланишдир. Нутқ сўзлашнинг вазифаси – ахборотни сўзда ифодалаш. Нутқ сўзлашда ахборот (сўз маъноси ва мазмуни) тушуниладиган ва қайта тиклаб такрорладиган билимга айланади. Хуллас, нутқ жараёнида билим туғилади.

Билим фреймлари – бу нутқ сўзлашда билимга айланган ахборот “парчалари”. Улар сўзда мавжуд бўлган ахборотни умумлаштириш, кодлаш, кодини ечиш, тушунтириш, талқин қилиш, мантикий моделлаштириш юз бериши билан характерланади.

Шубҳасиз, тафаккур элементлари нутқ сўзлаш даражасида ҳам, билим фреймлари даражасида ҳам мавжуд. Бу даражада нима бирламчи эканлиги (тафаккур, нутқ ёки тил) ҳақидаги муаммо “нима аввал пайдо бўлган: тухум ёки товуқ?” нақлини эслатиб, бемаъни ёки кулгили кўриниб қолади. Турли хил фикрлаш тузилмалари даражасида тафаккур, нутқ ва тилнинг шахсан иштироки мутлақо турлича. “Сўзлаш” (механик талаффуз қилиш) даражасида у фақат рефлексор, механик бўлиши мумкин. Нутқ сўзлашда тафаккур анча катта улушга эга. Билим фреймида тафаккур устун туради. Мулоҳаза қилиш, фикр юритиш каби бошқа, анча мураккаброқ тузилмалар кўпроқ даражада фикрлаш жараёнини ва камроқ даражада нутқий жараёни ифодалайди”.

Хулоса қилиб айтганда, Замонавий экспериментал маълумотлар тафаккур ва нутқ



болаликда боғланган бўлишини, кейинчалик, индивиднинг улғайиши баробарида, тафаккур тилга қарамликдан, ҳар ҳолда аниқ кўринадиган нутқ реакцияларидан халос бўлишини тасдиқлайди.

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