



O'ZMU XABARLARI

ВЕСТНИК НУУЗ

АСТА NUUZ

MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY UNIVERSITETI ILMIY JURNALI

JURNAL
1997 YILDAN
CHIQA
BOSHLAGAN

2024
1/6

Ijtimoiy-
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TOSHKENT – 2024

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UDK: 811.111; 81 22

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TECHNOLOGY OF USING COMMUNICATION EXERCISES IN DEVELOPING READING SKILLS IN ENGLISH CLASSES

Annotation

The article is devoted to the technology of using communicative exercises in teaching reading, which help teach the students learn how to work with texts of different genres, and develop and improve this skill. According to this technology, repeated reference to the text not only develops the ability to read, but also allows you to understand it at the level of meaning.

Key words: communication, reading, skills and abilities, communicative exercises, technology, semantic choice, meaningful identification, meaningful search.

ТЕХНОЛОГИЯ ИСПОЛЬЗОВАНИЯ КОММУНИКАТИВНЫХ УПРАЖНЕНИЙ ПРИ РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

Данная статья посвящена технологии использования коммуникативных упражнений в обучении чтению текстов на английском языке и освещает развитие навыков чтения учащихся при работе с текстами разных жанров. Согласно этой технологии многократное обращение к тексту не только развивает умение читать, но и позволяет понять его на уровне смысла.

Ключевые слова: общение, чтение, навыки и умения, коммуникативные упражнения, технология, смысловой выбор, содержательная идентификация, содержательный поиск.

INGLIZ TILI DARSLARIDA O'QISH MAHORATINI RIVOJLANTIRISHDA KOMMUNIKATIV MASHQLARDAN FOYDALANISH TEXNOLOGIYASI

Аннотация

Mazkur maqolada ingliz tilida matnlarni o'qishga o'rgatishda kommunikativ mashqlardan foydalanish texnologiyasiga bag'ishlangan bo'lib, bunda talabalar turli janrdagi matnlar bilan ishlashda o'qish mahoratini rivojlantirishi yoritib berilgan. Ushbu texnologiyaga muvofiq matnga takroriy murojaat qilish nafaqat o'qish qobiliyatini rivojlantiradi, balki uni ma'no darajasida tushunishga imkon beradi.

Kalit so'zlar: muloqot, o'qish, ko'nikma, qobilyat, kommunikativ mashqlar, texnologiya, semantik tanlov, mazmunli identifikatsiya.

Kirish. Muloqot – odamlar o'rtasida hamkorlik faoliyati ehtiyojidan yuzaga keladigan va axborot almashinuvi, o'zaro ta'sirning yagona yo'lini ishlab chiqish, boshqa odamni idrok qilish va tushunishdan iborat bo'lgan aloqalarni o'rnatish va rivojlantirishning murakkab, keng qamrovli jarayonidir.

Muloqot - bu odamlar o'rtasida aloqalarni o'rnatish jarayoni va natijasi bo'lib, u juda ko'p funktsiyalarni bajaradi. Shuningdek insonning jamiyatdagi hayoti davomida ko'zlagan maqsadlari va u orqali hal qiladigan vazifalaridir.

Adabiyotlar tahlili va metodlar. Muloqot bir qator funktsiyalarni bajaradi:

-koordinatsion (hamkorlik faoliyatini tashkil etishda haraktlarni o'zaro yo'naltirish va muvofiqlashtirish yordam beradi):

- amotiv – sherikda zarur hissiyotli kechinmalarni uyg'otish («hislar almashinuvi»), shuningdek, uning yordamida shaxsiy kechinma va holatlarni o'zgartirish;

- munosabatlarni o'rnatish – individ mavjudligi kutilayotgan jamiyatdagi rolli, darajali, ish bo'yicha, shaxslararo va boshqa aloqalari tizimlarida o'z o'rnini anglash va qayd etish;

Shu bilan birga muloqot orqali bajariladigan funktsiyalar retseptiv faoliyatga, ya'ni o'qish va tinglashga ham tegishlidir. Ushbu holatda inson o'z sherigiga emas, balki

kitob, maqola, ma'lumotnoma orqali ta'sir qiladi va shu bilan uning ehtiyojlarini qondirishga harakat qiladi.

- yangi narsalarni o'rganish; ma'lumotlarni aniqlashtirish; qo'shimcha ma'lumot olish; qiziqirgan masalani batafsil o'rganish; umumiy tushunchaga ega bo'lish; vaqtni foydali o'tkazish; dam olish; vaqtni o'tkazishdir.

O'qish jarayonida quyidagi ko'nikma va malakalar shakllanadi:

- 1) leksik o'qish ko'nikmalari
- 2) grammatik o'qish qobiliyatlari;
- 3) pertseptiv o'qish malakalari (o'qish texnikasi);
- 4) qiziqishlarga qarab material tanlash qobiliyati istak va ehtiyojlar;
- 5) tez o'qish qobiliyati;
- 6) taxmin qilish qobiliyati;
- 7) bashorat qilish qobiliyati;
- 8) lug'at va ma'lumotnoma adabiyotidan foydalanish qobiliyati;
- 9) asosiy g'oya va ma'noni tushunish qobiliyati;
- 10) matnning umumiy mazmunini tushunish qobiliyati;
- 11) matndan asosiy narsani tanlash qobiliyati;

Bu ko'nikmalar turli matnlar janrlarini o'qish jarayonida rivojlanadi (badiiy, publisistik, ilmiy,

ma'lumotnoma va boshqalar). O'qishni bilish degani nafaqat o'qishni balki, nutq birliklarini vizual ravishda tanib olish demakdir. Bu tushuncha qanday bo'lishini oldindan bilish qobiliyatiga shuningdek matnning ma'nosi va individual grammatik tuzilmalariga asoslanadi. Semantik taxmin qilish, ya'ni kontekstga asoslangan notanish so'zni tushunish qobiliyati bilan bir xil darajada muhim rol o'ynaydi. O'qishni biladigan talaba nafaqat hamma narsani o'zlashtirishi kerak shuningdek o'qish turlari, bir turdan ikkinchisiga o'tish oson berilgan matndan ma'lumot olish maqsadining o'zgarishiga bog'liq. Maqsadni belgilashga asoslanib, ular ko'rish (umumiy tushuncha bilan o'qish, batafsil ma'lumot bermasdan), kirish (matndan asosiy ma'lumotlarni olish), o'rganish (matndagi barcha ma'lumotlarni eng to'liq va aniq tushunish), o'rtasida farqlanadi. Tushunish va qidirish o'qish (matndagi kerakli faktlarni, xususiyatlarni, sanalarni, ko'rsatmalarni tezda topish va boshqalar). Ushbu turdagi o'qish uchun tanlangan material mutlaqo boshqachadir. U talabalarning kommunikativ va kognitiv qiziqishlari va ehtiyojlariga mos kelishi hamda har bir yosh guruhi uchun qiziqarli va mos ma'lumotlarni o'z ichiga olishi kerak. Shunga ko'ra ushbu matnlar bilan ishlash metodologiyasi ham boshqacha bo'lishi kerak. O'z amaliyotida o'qituvchi, qoida tariqasida, maqsadlar, sharoit, tayyorgarlik va boshqa omillarga qarab an'anaviy va innovatsion texnologiyalar va usullarni birlashtiradi. O'qish darslarimizda biz talabalarni nafaqat ishlashga o'rgatishga yordam beradigan kommunikativ mashqlar balki har xil turdagi matnlar beramiz bu esa ushbu mahoratni rivojlantirish va takomillashtirishga ham imkon beradi.

Mazkur mashqlar rus olimi, fan arbobi Efim Izrailevich Passov tomonidan ishlab chiqilgan. Biz ushbu mashqlar bilan qanday ishlashni bir qator tadbirlar va o'quv darslari misolida ko'rsatmoqchimiz. Masalan: harbiy xizmatdan foydalanish komponenti "Unity in Diversity" matni Dars ekspozitsiya bilan boshlanadi, unda o'qituvchi "Unity in Diversity" tushunchasi nimani anglatishi haqida suhbatni boshlaydi. Talabalar zarur bo'lgan asosiy bilimlarga ega matnlar bilan ishlash va dars mavzusini mustaqil shakllantirishga undaydi.

Ekspozitsiya misoli: Every country has its own outstanding people who deserve to be admired and respected for their achievements and heroic deeds.

- What people is our country proud of?

-What are they famous for?

-What outstanding people of Great Britain can you name?

- What did they do for their country?

- There is a popular motto in our international society called "Unity in Diversity". It is based on understanding that enriches our human interactions and helps us to understand each other better.

Ekspozitsiyadan so'ng darhol talabalarga dars mavzusini aniqlashtirishga yordam beradigan dastlabki savol paydo bo'ladi va bu bilan ularda bashorat qilish qobiliyatini rivojlantiramiz.

Masalan:

1. Read the short factual texts about great people of Russian and Great Britain and say if there are any you have already mentioned. Suggest your own variant of the topic of our lesson.

a) Douglas Bader was a Royal Air Force (RAF) flying ace during the Second World War. Before the war, he crashed and lost his legs. But later he was accepted as a pilot again. He had 22 aerial victories.

b) Pavel Nakhimov is one of the most famous admirals in Russian naval history. His finest hour came during the siege of Sevastopol, where he and Admiral V.A.Kornilov organized the defense of the city and the port. He was killed in action before the siege ended.

c) Benjamin Disraeli was a British politician who twice served as Prime Minister. He played a certain role in the creation of the modern Conservative party, one of the two main parties in Great Britain.

d) Horatio Nelson was a British flag officer in the Royal Navy. He was famous for his inspirational leadership, superb grasp of strategy and unconventional tactics, which resulted in a number of decisive naval victories during the Napoleonic Wars.

2. Who are the people described in these texts?

a) Famous scientists

b) Fictional characters

c) Famous writers

d) Political and military leaders

Keyinchalik matnlar bilan ishlashda to'g'ridan-to'g'ri kommunikativ mashqlardan foydalanishni boshlaydi. Har bir mashq o'qituvchi tomonidan yozma yoki og'zaki bayonot sifatida tushunilishi kerak bo'lgan kommunikativ vaziyatdan boshlanadi. Muayyan vaziyatda va olingan kommunikativ vazifaga muvofiq talabalarning nutq faolligini nazorat qilish usuli bo'lib xizmat qiladi. Muloqat o'rnatish talabalarning o'quv va kognitiv faoliyati bilan bog'liq aqliy, hissiy, intellektual va boshqa jarayonlarni rag'batlantiradi va tartibga soladi.

Masalan: Read the texts once again to find the facts that prove that there are similarities between these people.

Keyin uch guruh mashqlari bajariladi.

Birinchi guruh mazmunli identifikatsiya deb ataladi.

Bu mashqlar o'qituvchi tomonidan taklif qilingan ma'no jihatdan gaplarga o'xshash ma'lumotlarning mazmunini talaba o'qigani bilan o'zaro bog'lashi uchun xizmat qiladi. Quyidagilar shunga o'xshash mashqlar variantlari bo'lishi mumkin.

O'qigan matndan mazmunan ma'lumotlarga o'xshash gaplarni toping;

Berilgan jumalarning matn bilan mosligini aniqlash;

Matndan gaplarni kengaytiruvchi jumalarni toping;

Masalan: ushbu turdagi mashqlardan birini quyidagicha ko'rsatish mumkin.

In the short factual texts, find sentences, which are similar to these ones.

a) He focused on the relations with foreign countries.

b) During one of the battles his leg and hand were injured.

c) His military talents helped him to win in many naval battles.

d) He tried to change some land laws.

e) He had his legs amputated before the war but managed to become a pilot again.

Mashqlarning ikkinchi guruhi mazmunli izlash deb ataladi.

Mazkur mashqlar mantiqiy tushunish va ma'lumot olish mexanizmini ishlab chiqishga qaratilgan. Bu kabi vazifalar turini quyidagicha shakllantirish mumkin: sabablarini toping.....; tasdiqlovchi gaplarni toping.....; javoblarni matndan toping.....va hokazo; Ushbu guruhdagi namunaviy mashqlardan biri quyidagi vazifa bo'lishi mumkin.

Uchinchi guruh mashqlari semantik tanlov deb ataladi.

Ushbu mashqlarning maqsadi nafaqat mantiqiy tushunchani, balki semantik taxminlarni ham rivojlantirishdi. Bunday qilish orqali mashqlarda talaba nafaqat to'g'ri javobni tanlashi, balki uni tasdiqlay olish ham kerak. Bunday mashqlar uchun quyidagi variantlar mumkin: semantikasi tiklash; ma'lumot; matnga izoh yozish; taklif qilinganlardan ma'nosi to'g'ri bo'lgan javobni tanlang va hokazo;

Bu bilan ishlashning yakuniy bosqichi muhim emas balki, matnlar, ularning maqsadi, talabalarni o'zlarining nutqlarini ifoda etishga undashdir. Nutqni rag'batlantiradigan vazifalarga misollar bo'lishi mumkin.

1. Find pairs of people who have something in common and complete the chart with their pictures.

2. Choose one pair of people that impressed you the most and give a short report about similarities in their lives and careers. Use the speech model if you need.

I'd like to tell about..... and

They have a lot in common. Firstly..... Secondly... Finally...

I believe that they deserve to be called the great personalities of their countries.

Tahlil va natijalar. Muloqot mashqlaridan foydalanish texnologiyasi turli janrdagi matnlar uchun universaldir. Ma'lumki, ko'plab talabalar sarguzashtli hikoyalarni o'qishni yaxshi ko'radilar. Hikoyalarni o'qish davomida ularda juda ko'p savollar, his-tuyg'ular tugiladi eng muhimi keyin yana o'qish istagi paydo bo'ladi.

Shuning uchun o'quv-uslubiy tarkibidagi badiiy matnlar bilan ishlash bo'yicha topshiriqlar variantlarini taklif qilamiz.

Shunday qilib, darsning elementlarini Artur Konan Doylning "The Lost World" (Yo'qotilgan dunyo) romanidan parchasida ko'rib chiqaylik.

1. Ekspozitsiya (suhbat shaklida)

Many people enjoy reading adventure stories and articles about travelling.

– Do you enjoy reading such stories? Why? Do you often read them?

– Who is your favorite adventure-story writer?

– Do you like to watch adventure films? Do you find them thrilling? Why?

Biz "The Lost World" (Yo'qotilgan dunyo) filmidan kichik bir parcha ko'rsatamiz.

– Do you know what book was the film based on?

– Who wrote this book?

Dastlabki savol.

Read the short biography of the author and find if you were right.

II. Kontentni aniqlash

Find in the text sentences that expand and detail the information given below.

a) Professor Summerlee was happy with his find. b) He had seen such footprints before. c) The tracks lead them to something extraordinary. d) The creatures looked like big reptiles. e) The creatures were busy with something.

British tourists' attractions in London	What they are famous for
The London Eye	You can enjoy beautiful works of Modern Art there.
Natural History Museum	You can learn about technological achievements there.
Madame Tussauds Museum	You can have a look at the city at the bird's-eye view.
Victoria and Albert Museum	You can see dinosaur skeletons there.
Tower of London	This place has a huge collection of arts and design.
Science Museum	This place displays the waxworks of famous and historic people and film characters.
Tate Modern	You can admire the Crown Jewels there.

III. Kontentni aniqlash.

Read the advertisements and check if you were right (Pupils read the advertisements and check if their choice was right).

IV. Kontent qidirish Look through the following key words. Guess what place of interest each of them describes.

a) Decorative arts and design b) Dinosaurs and other specimens

c) Valuable jewels d) scientific records and achievements International modern Art

e) Wax models f) Breath taking view

V. Ma'noli tanlov.

Imagine you are in London. Where could you go if ...

a) you are at Waterloo station? b) it is 9.30? c) you are fond of Science?

d) want a photo with a celebrity? e) you want to see something unique and valuable? f) you are walking along the Cromwell Road?

f) The creatures could not notice the travelers. g) The creatures were strong but not very clever. h) The travelers were too amazed to speak.

III. Kontent qidirish

Find in the text sentences that characterize...

a) the travelers' reaction after the first find.

b) the amazing creatures

c) the creatures' behavior

d) the travelers' amazement and doubts.

e) Ma'noli tanlov.

f) Choose the most appropriate alternative heading for the extract.

g) An extraordinary find.

h) Reptile-like creatures.

i) Unbelievable expedition.

2. Find key sentences or phrases in each paragraph of the extract.

Matn bilan ishlashning yakuniy bosqichi.

Travelers doubt that anybody can believe in what they have seen in the Amazon Rainforest in South America. How would you try to persuade skeptics if you took part in that expedition? Follow the speech model if you need. Our expedition to South America was incredible! Going through the Amazon Rainforest, we suddenly came You would not believe that ... But what impressed me the most was ... So, I took my diary and wrote there ...

E'tibor beradigan bo'lsak bo'sh vaqtning sevimli turlaridan biri sayohatdir. biz ushbu bo'limdagi darslardan birini haqiqiy sayyohlardan foydalangan holda o'tkazishimiz mumkin.

1. Ekspozitsiya (suhbat shaklida)

Many people like travelling and visiting different museums and galleries.

– Do you enjoy visiting museums and galleries? Why? Do you often visit them?

– What is the last museum or gallery that you have been to?

II. Dastlabki savol.

Have a look at some British tourists' attractions in London.

Guess what they are famous for. Have a look at some British tourists'

attractions in London. Guess what they are famous for.

g) you want to see the collection of 4.5 million objects? VI. Matn bilan ishlashning yakuniy bosqichi.

Make a top list of three tourist attractions you would like to visit and explain your choice. Follow the speech model if you need.

If I were in London I would visit ..., ... and My first priority is ... because ...

Then I would go to ... because Finally, I would head for ... because ...

Xulosa. Xulosa qilib aytganda ingliz tili darslarida o'qish mahoratini rivojlantirishda kommunikativ mashqlardan foydalanish texnologiyasining afzalliklari shundaki, bu mashqlar universal turli janrdagi matnlar bilan ishlashda juda samaralidir. Bundan tashqari matn bilan qayta ishlashni o'rgatadi va bu talabalarga matnni semantik tushunish imkonini beradi. Ushbu mashqlarni ketma-ket bajarish orqali

talaba o'qishni tushunishning yetarlicha yuqori darajasiga ko'tariladi, bu esa o'qishga bo'lgan ehtiyojini kuchaytiradi.

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