ULUG' ALLOMA VA MUTAFAKKIRLAR MA'NAVIY MEROSI INSONIYATNI KAMOLGA YETKAZUVCHI XAZINADIR

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Maxtumquli

HUQUQ

TAHLIL

active voice. Reproduction occurs when the assimilated form is generated based on self-perception.

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PRESENTATIONS, ELECTRONIC PORTFOLIOS AND BLOG PORTFOLIOS IN FOREIGN LANGUAGE EDUCATION: METHODOLOGICAL PRINCIPLES AND PERFORMANCE CRITERIA

Abstract: the article presents an analysis of the most popular innovative educational technologies used in the modern educational process in Uzbekistan and abroad – presentations, portfolios and blog portfolios. The author provides the main methodological principles and criteria that can ensure the effectiveness of the use of innovative educational technologies and improve the quality of foreign language education.

Keywords: *innovative educational technologies; electronic portfolio; blog portfolio; multimedia programs.*

Аннотация: в статье представлен анализ наиболее популярных инновационных образовательных технологий, используемых в современном образовательном процессе в Узбекистане и за рубежом, – презентаций, портфолио и блог-портфолио. Автор приводит основные методологические принципы и критерии, которые могут обеспечить эффективность использования инновационных образовательных технологий и повысить качество обучения иностранному языку.

Ключевые слова: *инновационные образовательные технологии; электронное портфолио; блог-портфолио; мультимедийные программы.*

Annotatsiya: maqolada O'zbekistonda va xorijda zamonaviy o'quv jarayonida qo'llanilayotgan eng ommabop innovatsion ta'lim texnologiyalari – taqdimotlar, portfoliolar va blog portfoliolari tahlili keltirilgan. Muallif innovatsion ta'lim texnologiyalaridan foydalanish samaradorligini ta'minlaydigan va chet tili ta'limi sifatini oshiradigan asosiy uslubiy prinsiplar va mezonlarni taqdim etadi.

Kalit so'zlar: *innovatsion ta'lim texnologiyalari; elektron portfolio; blog portfolio; multimedia dasturlari.*

Introduction

The quality of education at different levels is not possible without the use of innovative educational technologies. Innovative technologies in the educational process are designed to develop the cognitive and creative activity of students, contribute to improving the quality of education and the effective use of study time, and reduce the amount of time spent by students on reproductive activities. Many domestic and foreign scientists pay attention to the importance of using innovative technologies in modern education, since the use of innovative technologies allows for a significant variety of content, methods and forms of education. Moreover, innovative technologies provide students with an unlimited amount of information that can be effectively used as independent work. The use of innovative technologies in teaching a foreign language is particularly relevant.

Literature review and methodology

Modern schoolchildren and students are representatives of the millennial generation. They were born and grew up surrounded by modern technologies, which led to a change in students' expectations of how teachers should present the material. One of the trends in modern education is the increasing integration of innovative educational technologies into the educational process, however, this does not mean that any use of multimedia programs will lead to successful learning outcomes. In fact, now more than ever before, teachers and lecturers should take the most careful approach to choosing innovative educational technologies and adhere to the principles

that will allow these technologies to be implemented most effectively. For example, PowerPoint presentations, which are quite firmly established as one of the teaching tools, are not always effective if you do not take into account the principles that allow you to increase the effectiveness of learning through the use of technology. So, M. Miller examines and draws attention to the following principles necessary for the use of innovative technologies.

1. The Signaling Principle. According to this principle, only the most important aspects of the material should be visually highlighted.

2. The principle of spatial proximity (Spatial Contiguity Principle). This principle states that for better assimilation of the material, text and image should be placed as close to each other as possible, and when using graphs, place the text where their most significant parts are located.

3. The principle of temporal proximity (Temporal Contiguity Principle). According to this principle, descriptions and explanations should be introduced simultaneously with the demonstration of graphs and images, since even small periods of time will not lead to the desired result.

4. Segmentation Principle. When explaining complex material or when working with students who are not familiar enough with the subject, the material should be divided into shorter segments, as well as allow students to control the speed of transition from one segment to another.

5. The principle of pre-training (Pre training Principle). If students are not familiar with the terminology to be used in the presentation, it is necessary to create a separate module aimed at a detailed explanation of the basic concepts.

6. Modality Principle. Students remember the material better if the graphic images are accompanied by audio accompaniment rather than text, unless the text contains technical terms or the students are native speakers of another language.

Resulst and discussion

The next innovation in the educational process is the electronic portfolio. If presentations are a great way to explain new material to students, then electronic portfolios are an excellent way to evaluate students' knowledge and skills. So, a portfolio is a collection of student's works, selected by himself or with the help of a teacher and demonstrating his progress in learning. The portfolio provides an opportunity for individual assessment of the student and is often used in foreign language education. Electronic portfolios are still the same collection of student's works, but these works also include audio and video materials collected on the same electronic platform. The creation of electronic portfolios must also comply with certain rules and requires the following tasks.

1. Determine the purpose for which an electronic folio port is being created. This goal should be aimed at meeting the most important educational needs of students.

2. To establish how the information contained in the electronic portfolios of students will be used.

3. Select the type of electronic portfolio:

– portfolio-collection, which may consist of all the student's works with comments and observations of the teacher;

- portfolio-presentation, which will include only the best works of the student;

– an evaluation portfolio consisting of systematically selected works of the student with comments and observations of the teacher.

4. Correlate the entries in the portfolio with the activities in the lesson. This means that it is necessary to consider how the activities familiar to students can be used to manage their portfolio.

5. To make portfolio management a mandatory activity for students, gradually replenishing the portfolio during the fourth quarter, semester, academic year and complicating tasks.

6. Plan how the progress of students will be monitored and evaluated. In this case, a formal assessment will not be an effective means of assessment. The use of checklists, detailed headings and teacher comments makes it possible to most accurately characterize the progress of students.

7. Involve students in the process of working on the design of their own portfolios in accordance with certain criteria and recommendations.

8. Use creative ways to monitor and evaluate students' portfolios, for example:

– select several portfolios every day or week and discuss them with all students;

– Give students time to evaluate each other's portfolios or ask students to evaluate their own portfolios. Next, we will proceed to the analysis of the principles of using a relatively new type of electronic portfolio, which is called a blogfolio and which is gaining popularity in foreign language education. A blogfolio is an interactive online blog created by students with a specific educational purpose. Blogs are often used in foreign language teaching in order to improve reading and writing in a foreign language, increase involvement in the educational process, as well as to provide opportunities for self-expression and creativity among students. Like more traditional electronic portfolios, blogfolios have certain criteria, under which their use will be an effective means for learning a foreign language.

1. One of the most important criteria is the choice of the topic that students will discuss in their portfolios.

2. Next, students should be provided with resources, using and analyzing which they can improve and

expand their knowledge on the chosen topic of the blog portfolio.

3. The next step is to gradually fill the portfolio with the material that students have chosen based on the information provided to them. At this stage, you should also encourage the search for additional information and the presentation of it in the blog.

4. At the last stage, students should not only finish filling their blog, but also create a presentation and record their own video based on it, in which the topic chosen for the blog portfolio will be revealed.

Conclusion

The use of innovative technologies in education, in particular in teaching foreign languages, makes it possible to significantly expand and diversify the types of activities of students, which in turn has a positive effect on the results of the educational process. However, it should be noted that this positive effect can be achieved only with careful planning of goals, results and current activities, all of which should be aimed at meeting the educational needs and needs of students.

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PEDAGOGICAL PRINCIPLES OF TEACHING ENGLISH TO PRESCHOOL CHILDREN THROUGH FAIRY TALES

Abstract: pedagogical principles of teaching English language to preschool children through fairy tales are outlined in the article. As an element of folklore, fairy tales have great potential for developing moral qualities, mental abilities, and willful behavior. The uniqueness of the people, culture, traditions, moral foundations, features of national life are vividly expressed in them.

Key words and phrases: *preschool age, fairy tales, folk tales, moral principles, national lifestyle, self–expression, education, upbringing.*

Annotatsiya: maqolada maktabgacha yoshdagi bolalarga ingliz tilini ertaklar orqali o'rgatishning pedagogik asoslari qalamga olingan. Xalq og'zaki ijodining elementi sifatida ertaklar axloqiy fazilatlarni, aqliy qobiliyatlarni, irodaviy xulq–atvorni rivojlantirish uchun katta imkoniyatlarga ega. Ularda xalqning o'ziga xosligi, madaniyati, urf–odatlari, axloqiy asoslari, milliy hayot xususiyatlari yorqin ifodalangan.

Tayanch so'z va iboralar: *maktabgacha yosh, ertak, xalq og'zaki ijodi, axloqiy tamoyillar, milliy turmush tarzi, o'zini namoyon qilish, ta'lim, tarbiya.*

Аннотация: в статье изложены педагогические принципы обучения английскому языку дошкольников посредством сказок. Как элемент фольклора сказки обладают большим потенциалом для развития нравственных качеств, умственных способностей, волевого поведения. В них ярко выражены самобытность народа, культуры, традиций, нравственных устоев, особенности национальной жизни.

Ключевые слова и фразы: *дошкольный возраст, сказки, народные сказки, нравственные устои, национальный образ жизни, самовыражение, образование, воспитание.*