O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM FAN VA INNOVATSIYALAR VAZIRLIGI
A.QODIRIY NOMIDAGI JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI

XORIJIY TILLAR FAKULTETI
INGLIZ TILI O'QITISH METODIKASI KAFEDRASI

"RAQAMLASHTIRILGAN TA'LIM MUHITIDA TILLAR O'QITISH HAMDA LINGVOKULTUROLOGIYANING DOLZARB MASALALARI: MUAMMO VA YECHIMLAR"

Jizzax, 2024 – yil, 17-May

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Maqolalarni to'plovchi va nashrga tayyorlovchi Ingliz tili o'qitish metodikasi kafedrasi mudiri, dosent PhD Sh.X.Djabbarov, Ingliz tili o'qitish metodikasi kafedrasi dosenti A.X.Muxamedov va Ingliz tili o'qitish metodikasi kafedrasi stajyor o'qituvchisi L.I.Baxramova.

Ushbu to'plamga jamlangan maqolalar Tillar o'qitish nazariyasi va metodikasi, lingvokulturologiya, kognitiv tilshunoslik, adabiyatshunoslik va tarjimashunoslik shuningdek, xorijiy tillarni o'rganish pedagogik hamda innovasion texnologiyalarni joriy etish, til o'qitish va o'rgatishda raqamli texnologiyalar va sun'iy intellektdan samarali foydalanish bilan bog'liq dolzarb muammolar hamda bu borada erishilgan yutuqlar doirasida mutaxassislarning tajriba va fikr almashuvini ta'minlashga xizmat qildi.

Anjuman materiallaridan mazkur mavzular atrofida ilmiy-tadqiqot ishlari olib borayotgan izlanuvchilar: olimlar, tayanch doktorantlar, magistrlar, talabalar hamda keng jamoatchilik vakillari foydalanishlari mumkin

Sh. S. Sharipov - Jizzax davlat pedagogika universiteti rektori, professor

Til millatning tarbiyasini, uning ma'rifatlilik, tarbiyalanganlik, ziyolilik, odoblilik, axloqlilik kabi fazilatlarini ifoda eta oladigan, millatning husnini ko'rsata oladigan ulug' qadriyatdir. Shu ma'noda tilni qanchalik e'zozlasak, u shunchalik e'zoz va e'tiborga munosib va loyiqdir. Tilga ma'naviy-madaniy meros, umummilliy boylik, oliy qadriyat sifatida qarash kabi yondashuv shakllandi, tilni milliy ruh va milliy imkoniyatlar asosida ilmiy tadqiq etish harakati kuchaydi. Boshqa tillarni o'rganish esa o'sha xalqning madaniyatini o'rganish, ta'bir joiz bo'lsa his qilish imkonini beradi.

Oliy ta'lim muassasalari pedagoglari, filologlari, ingliz tili o'qituvchilari, tarjimon kadrlari oldiga har tomonlama yetuk avlodni tarbiyalab voyaga yetkazish, xorijiy tillarni chuqur o'rganish vazifalarini, chet tillarini qiyosiy o'rganish, ona tili va qiyoslanayotgan tilning lisoniy xususiyatlarini tahlil etish, ularning innovatsion pedagogik texnologiyasini va metodikasini yaratish vazifasini qo'ymoqda.

Til millatlararo aloqa vositasi bo'lib, xalqlar o'rtasida ijtimoiy-iqtisodiy, madaniyatlararo munosabatlarni shakllantirish asnosida boshqa tillarga murojaat etish va o'rganish ham kuchaymoqda. Boshqa tillarni o'rganish esa o'sha xalqning madaniyatini o'rganish, tabir joiz bo'lsa his qilish imkonini beradi. Shu ma'noda xalqaro konferensiyaning materiallari to'plamida ilmiy tahlilga tortilgan izlanishlar til o'rgatishning eng samarali va intensiv metodlarini ishlab chiqish va amaliyotga tatbiq etishga yordam beradi. Mazkur halqaro ilmiy-amaliy konferensiya aynan xalqlararo aloqa vositasi sifatida e'tirof etilayotgan ingliz tilini o'rgatishning eng zamonaviy metodlarini amaliyotga tadbiq etilishiga bag'ishlanganligi bilan ahamiyatlidir.

Jizzax davlat pedagogika universitetida xorijiy tillar fakul'teti universitetda eng katta fakultetlardan biri hisoblanadi. Mazkur fakul'tet 1995 yilda 60 nafar ilk qaldirg'ochlarini bag'riga olgan bo'lsa hozirgi kunda mingdan ziyod talabalar tahsil olmoqda. Universitetimizning 50 yillik yubileyi arafasida tashkil etilayotgan mazkur xalqaro konferensiyani biz bejizga dotsent Bagishev Dadash Gasan o'g'lining porloq xotirasiga bag'ishlamadik. Bagishev Dadash Gasan o'g'li Ingliz tili va adabiyoti yo'nalishini mazkur muassasada ochilishiga ulkan xissa qo'shgan olim sifatida tarixda

qoldi. U juda ko'plab shogirdlarni tarbiyaladi va xayotga tayyorladi. Uning universitetimiz uchun qo'shgan ulkan xizmatlarini inobatga olib universitetimizda Dadash Bagishev nomidagi stipendiyani tasis etdik.

Raqamlashtirilgan ta'lim muxitida ta'lim tizimining barcha bo'g'inlarida chet tillarini chuqurlashtirib o'rgatish metodikasini yanada takomillashtirish bilan birga chet tillarini ona tili bilan qiyoslab, chog'ishtirib ilmiy o'rganish, ilmiy xulosalar chiqarish, til o'rganish metodikasini yanada takomillashtirish, til o'rgatish va o'rganishda raqamli texnologiyalar, sun'iy intellektdan foydalanish davr talabiga aylanmoqda. O'ylaymanki, bugungi xalqaro konferensiyada ham shu dolzarb masalalar muhokamaga tortiladi va muayyan yechimini topishga turtki bo'ladi.

YALPI MAJLIS MA'RUZACHILARI

Dr. Woden Teachout

Woden Teachout earned a Ph.D. in American Studies from Harvard University and is completing her MA in Education from Union with a focus on teaching writing. She is a two-time Fulbright scholar (Kyrgyzstan and Romania) and has won multiple teaching prizes, including the Alan Heimert Teaching Prize at Harvard and Union's Faculty Award for Teaching Excellence. Her past research has explored why history matters, with a special focus on the intersection of historical memory, politics, and patriotism. She is the author of "Capture the Flag: A Political History of American Patriotism" (Basic Books, 2009) and co-author of "Slow Democracy: Rediscovering Community, Bringing Decision Making Back Home" (Chelsea Green, 2012). She and her work have been featured in the New Yorker, the Wall Street Journal, US News and World Report, and on C-SPAN Book TV. Her most recent research applies adult education and progressive education models to the teaching of academic writing with the goal of empowering, culturally relevant writing support. She has worked with universities in the United States, Europe, Africa, and Central Asia providing curriculum enhancement, faculty development, and student workshops.

Title: From Metaphor to Practice: Cultivating Critical AI Literacies in the Language Classroom.

Abstract: This presentation explores the transition from metaphorical understanding to practical application in cultivating critical AI literacies within the language classroom. With the increasing integration of artificial intelligence (AI) technologies in education, it is crucial for educators to prepare students with the necessary skills to navigate and critically engage with these tools. This study examines how language educators can incorporate AI literacy education into their curriculum, focusing on developing critical thinking and ethical considerations related to AI. By bridging the gap between theoretical knowledge and practical skills, this paper offers insights into effective strategies for fostering AI literacies in the language classroom. Through case studies and theoretical frameworks, this study aims to empower educators to harness the potential of AI technologies while equipping students with the necessary tools to navigate the digital landscape thoughtfully and responsibly.

Dr. Mario Saraceni

Mario Saraceni is Reader in English and Linguistics at the University of Portsmouth, UK. Volume Editors Britta Schneider is Junior Professor of Language Use and Migration at Europa-Universität Viadrina, Germany. Theresa Heyd is Chair of English Linguistics at Universität Greifswald, Germany. Rani Rubdy is an Independent Researcher. Ruanni Tupas is Lecturer in Applied Linguistics at IOE, UCL's Faculty of Education and Society, University College London, UK. Yasemin Bayyurt is Professor of Applied Linguistics at Bogaziçi University, Turkey..

Title: English as an International Lingua Franca: Implications for language pedagogy in Uzbekistan

Abstract: This study investigates the impact of English as an International Lingua Franca (EILF) on language pedagogy in Uzbekistan. As English continues to serve as the dominant global language for communication, understanding its implications on language teaching and learning in a diverse context like Uzbekistan is crucial. This paper examines how the rise of EILF influences language pedagogy practices, curriculum development, and teacher training in the Uzbek educational system. Additionally, it explores the challenges and opportunities that arise from integrating EILF perspectives into the existing language education framework. By shedding light on these implications, this study aims to inform policymakers, educators, and curriculum developers on how to effectively adapt language pedagogy in Uzbekistan to meet the demands of a globalized world where English as an International Lingua Franca plays a significant role.

Dr Hussam Alzieni

Dr. Hussam Al Zieni (PhD) is a lecturer at Dubai Men's College, Higher Colleges of Technology in the United Arab Emirates. He holds a PhD in Education, Curriculum, and English Language Instruction. He has worked as an EFL teacher, teacher trainer, and researcher for about 25 years. His primary interest in research is technology in the classroom, mobile learning, learner autonomy, assessment, and classroom management.

Title: ChatGPT in Education: Potential vs Hesitancy

Abstract: we delve into the potential benefits and lingering concerns surrounding the integration of ChatGPT, a conversational AI technology, in educational settings. ChatGPT offers a range of promising applications in education, including personalized learning experiences, tutoring support, and administrative assistance. However, there are also valid concerns regarding issues like data privacy, algorithmic bias, and the impact on interpersonal relationships within the learning environment. This paper examines the dual perspectives of the potential advantages and hesitancies surrounding the adoption of ChatGPT in education. By considering these aspects, educators and stakeholders can make informed decisions about how best to leverage this technology while also mitigating associated risks and ensuring ethical use.

Najia Nazir

Najia Nazir is a Lecturer at Yanbu Industrial College's Department of English Language and Prep Year, where she has been teaching business and technical communication and applied linguistics courses to undergraduate students for over ten

years. She is also a PhD Student at Texas Tech University, pursuing a Technical Communication and Rhetoric degree.

Her research interests include composition studies, inclusive practices, public discourse, intersectional feminism, and digital activism. She is also interested in the rhetoric of healthcare communication, and how it can be improved to enhance accessibility and inclusivity. She has multiple skills in writing, tutoring, and accessible design, which she applies to her teaching and research projects. She is passionate about empowering her students and colleagues to communicate effectively and critically in various contexts and platforms.

Title: Creating Frameworks for Inclusivity in Higher Education

Abstract: This study examines the development and implementation of frameworks for promoting inclusivity in higher education settings. In recent years, there has been a growing emphasis on creating more diverse and inclusive environments within universities and colleges. This paper explores the different approaches and strategies that institutions can use to foster inclusivity, including policies, programs, and initiatives aimed at supporting underrepresented students and creating a more equitable learning environment. Additionally, this study highlights the importance of ongoing assessment and evaluation to measure the effectiveness of these frameworks and identify areas for improvement. By establishing and maintaining inclusive frameworks, higher education institutions can better support the success and well-being of all students, regardless of their background or identity.

Rana Khan

Rana Khan is a doctoral candidate in Education at the University of Bath, UK and holds a master's degree in English Literature and Business Administration, besides a certificate in CELTA and IELTS (TTT). Rana has extensive experience in teaching and curriculum design. She is a frequent presenter and keynote speaker at international conferences. She served as Secretary, and Conference Chair to TESOL Kuwait, in 2017. Additionally, she has hosted two consecutive international conventions in Denver (2020), and in Houston (2021), as Chair, Conferences Professional Council, TESOL International Association, one of the world's largest English teachers' associations.

Rana took the initiative of establishing TEFL Kuwait, the first IATEFL Associate in Kuwait and is currently serving as President, TEFL Kuwait. Rana is the Academic Coordinator to the Intensive English Program and Business Management &

Entrepreneurship at Algonquin College. She believes in lifelong learning and has several research papers to her credit

Title: Embracing AI in Education: Role of Communities of Practice

Abstract: This presentation explores the role of Communities of Practice (CoPs) in embracing Artificial Intelligence (AI) in education. AI has the potential to revolutionize teaching and learning, but its successful implementation requires collaboration and knowledge sharing among educators. CoPs provide a platform for educators to exchange ideas, best practices, and strategies for integrating AI into their classrooms. By fostering a supportive and collaborative environment, CoPs can help educators navigate the challenges and opportunities presented by AI in education. This paper discusses the benefits of CoPs in driving AI adoption in education and offers recommendations for educators looking to join or establish a CoP focused on AI.

Yegane Qürbet kızı Kahramanova

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Azerbaycan ve Özbek halkının alim evladı

Azerbaycan her zaman "bilimin beşiği", "aydınlar ülkesi" olarak anılmıştır. Halkımızın özverili bilim adamları ve maarifperver aydınları, ülkemizin milli ve kültürel kalkınmasında, bilimsel bilginin derinleşmesinde etkin rol oynamışlar. Dadaş Hasan oğlu Bağişov, ülkemizin bilim tarihine adını yazmayı başarmış değerli bilim adamlarımızdan biriydi. Öğretmen Dadaş Bağişov, Azerbaycan'ın kadim yurtlarından olan Masallı ilçesinin Türkoba köyünde entelektüel bir ailede dünyaya geldi. Çocukluğundan itibaren bilime ve eğitime olan ilgisi onu M.A. Akhundov adına Azerbaycan Devlet Pedagoji Üniversitesi'nin Roman-German dilleri fakültesine getirdi. Liseden mezun olduktan sonra bilimsel yaratıcılığa başladı ve 1964 yılında Azerbaycan Politeknik Üniversitesi'ne üst düzey uzman olarak davet edildi.

1995 yılına kadar bu üniversitede öğretmen, doçent ve Yabancı Diller Bölüm Başkanı olarak görev yapan Dadaş Bagişov, ileri metodolojisi sayesinde yabancı dil öğretimi alanında büyük başarılar elde etti. "Azerbaycan Dilinin Askeri Terminolojisi" konulu tezini başarıyla savunan Filoloji Bilimleri Adayı unvanını alan bilim adamı, Azerbaycan dilindeki askeri terminolojinin kökeni, yapısal-anlamsal özellikleri, oluşum yolları gibi konuları kapsamlı bir şekilde inceledi. Dilimizin sözlüğünde özel bir yere sahip olan askeri terminolojinin sözlüksel ve biçimbilimsel yönleri sözdizimsel özelliklerini araştırdı.

1997 yılında yayınlanan "Dramaturjide Gelenek ve Yenilik" adlı kitabında dramaturjimizin en ünlü eserlerini yüksek profesyonellik ile analiz etti.

Hem öğretmen, hem de bölüm başkanı olarak görev yaptığı süre boyunca öğrencilerin bilimin sırlarına hakim olmalarına özel önem verdi ve onlara bir baba şefkatiyle bilim öğretti. Yüksek öğrenim kurumlarında rüşvetin kol gezdiği Sovyet döneminde bile Dadaş Bey öğrencilerden hiçbir maddi ümit beklememiş, onlara desteğini esirgememişti. Bu nedenle öğrenciler Dadaş hocaya kendi akrabaları gibi muamele ediyor, her konuda ondan tavsiye alıyor, her sözünü saygı ve hürmetle takip ediyorlardı. Yoldaşları anılarında lisansüstü eğitime başvuran eğitimli öğrencilerin bile Dadaş Bey'e gelip akademik danışmanları olmasını istediklerini belirtiyorlar. Çünkü Dadaş Bey'in onlarla ilgileneceğini, onları doğru yönlendireceğini, tezlerini zamanından önce ve üst düzeyde tamamlamalarına yardımcı olacağını biliyorlardı.

Sayın Dadaş Hocanın çalıştığı üniversitenin öğretim elemanlarıyla çok iyi ilişkileri vardı. Sade, mütevazı, kültürlü ve insancıl bir insan olan Dadaş Bagishov, sözünü söylemekten asla çekinmeyen ve her zaman doğrunun yanında duran bir kişi olarak anılmaktadır. Her zorlukta yoldaşlarının yanında olan, çalışma ekibindeki büyüklerle büyük, küçüklerle, küçük gibi davranabilen bir insandı. Objektif bir insan olarak her zaman kötüyü kötü, iyiyi iyi olarak nitelendirmiş, doğruyu yanlışa karıştırmamıştır. Başkanlığını yaptığı bölüm çalışanlarının her sorununu çözmek, bilimsel faaliyetlerinde karşılaşılan zorlukları ortadan kaldırmak için elinden geleni yapmıştı.

Azerbaycan'ı tüm varlığıyla seven Dadaş Hoca, doğup büyüdüğü Masallı ilçesinin Türkoba köyüne olduğu kadar köyü ve köyünün halkına da çok bağlıydı. Talış dilinin öğretimi ile ilgili olarak Abulfaz Recebli ve Avaz Sadigov gibi uzmanların da yer aldığı özel bir komisyonda çalıştı ve onların ilkokul sınıfları için hazırladıkları ders kitapları, kendisinin derlediği "Talış-Azerbaycan sözlüğü" yaygın olarak kullanıldı. uzun süredir kullanılmakta ve halen üretilmektedir.

Dadaş Hocanın sanatsal yaratıcılık alanında da özel bir yeteneği vardı. Onun memleketine, halkına olan derin sevgisi ve vatanseverlik duygusu o dönemde yayınlanan "Talışın sesi" gazetesinde ara-sıra yayınladığı şiirlerinde açıkça hissedilmektedir.

Öğretmen Dadaş, uzun süre Azerbaycan Milli Eğitim Bakanı olarak görev yapan Misir Mardanov'un, Azerbaycan Merkez Seçim Komisyonu başkanı Mazahir Panahov'un komşusuydu ve onlarla olan yakın ilişkisi sonucunda, Azerbaycan'ın bir takım önemli sorunlarının çözümünde yardımını esirgemeyin.

Dadaş Bagişov, Azerbaycan ile Özbekistan arasındaki kardeşlik ilişkilerinin geliştirilmesine özel hizmet veren şahsiyetlerden biridir. Özbekistan'ın Semerkand şehrinde doğdu, Azerbaycan İlimler Akademisi Tarih Enstitüsü'nde araştırmacı olarak çalışan ve daha sonra tarih bilimleri doktoru olarak çalışan Ahmadshina Faniya Abazan ile evlendi. Bir süre Bakü'de birlikte mutlu yaşadılar, daha sonra Özbekistan'a taşındılar.

Özbekistan Cumhuriyeti Chizal Şehir Pedagoji Üniversitesi Yabancı Diller Bölümüne uzun süre başkanlık yapan Dadaş Bey, genç personel alımı ve yeni teknolojiyle yabancı dil öğretimi alanında büyük başarılara imza attı. O, öğrencilerine sadece bir öğretmen değil, her zaman yakın bir dost, değerli bir danışman ve ahlaki özellikleriyle örnek olmuştur.

Bilim adamı, Bakü ve Özbekistan'da çalışırken öğrenciler için "Politeknik Üniversitesi Öğrencileri için İngilizce Metodik Talimatlar", "İngilizce Dilbilgisi", "İngilizce Eş Anlamlılar", "İngilizce Sözdizimi", "İngilizce - Özbekçe Kısa Sözlük" ve

diğer kitapları yazdı ki, her biri halan metodolojik açıdan önemli eserler olarak kullanılmaktadır. "Modern İngilizce-Özbek Sözlüğü"nde yirmi beş binden fazla kelime ve deyim kombinasyonuna yer vermesi, sözlüğün büyük emek ve acı pahasına harcandığını gösteriyor.

Dadaş Bagişov, Özbekistan Cumhuriyeti'nde çalıştığı 1996 yılından 2009 yılına kadar Özbek ve Azerbaycan kardeşliğinin öncülerinden biri olmuş ve bu yolda yorulmadan çalışmıştır. Azerbaycan ve Özbek büyük şairleri Nizami Gencevi ve Alişir Navain'in eserlerini karşılaştırmalı olarak incelemiş ve her iki önemli sanatçının da aynı edebi geleneklerden yararlandıkları ve iki kardeş milletin temsilcileri olarak uygun edebi düşünce ve yaratıcı tekniklere sahip oldukları sonucuna varmıştır. Ne yazık ki Dadaş Bey, büyük oyun yazarımız Hüseyin Cavid'in meşhur eseri "Topal Teymur"u Özbekçe'ye tercüme etmeye başlamışsa da bu eseri tamamlayacak kadar yaşayamamıştır.

Dadaş hocamıza Allah'tan rahmet diliyor, değerli bilim adamımızın anısını unutmayan Özbek kardeşlerimize şükranlarımızı sunuyoruz. Azerbaycan'ımızın böyle dürüst ve onurlu insanlarıyla gurur duyuyoruz.

1-SHO'BA. TILLAR O'QITISH NAZARIYASI VA METODIKASINING DOLZARB MUAMMOLARI.

The Impact of TEKMER on Entrepreneurship Ecosystem in Türkiye: An Example of CEOTEKMER

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ABSTRACT

This study explores the impact of TEKMER (Technology Development Centers) on entrepreneurship ecosystem in Türkiye. It seeks to understand the relative role of TEKMER's in entrepreneural success as entrepreneurs. There are two major implications: the first one is that the findings will provide empirical evidence supporting the theories suggested in the entrepreneurial literature and entrepreneurial ecosystem. The second is information about TEKMERs in Turkiye is provided with the Case Study Method conducted on the example of CEOTEKMER. In this study Case Study Method was used, which is one of the qualitative research designs and aims to reveal the uncertainty between an event and context. We will discuss TEKMERs in the example of CEOTEKMER within the framework of the entrepreneurship ecosystem in Türkiye. Currently there are 27 (twenty seven) TEKMERs in Türkiye. These were established with the support of KOSGEB (Small and Medium Size Enterprises Develop-ment Organization) and in cooperation with the university. These TEKMERs have generally similar characteristics. The advantages of TEKMERs include the financial support they provide to entrepreneurs, mentoring and consultancy services, networking opportunities, infrastructure and office services, training programs, innovation and technology transfer supports. These supports allow entrepreneurs to develop their business ideas, shape their marketing strategies and commercialize their products, thus increasing their chances of success.

Keywords: Entrepreneurship, Entrepreneurship Ecosystem, TEKMER, Türkiye.

INTRODUCTION

All factors of production (labor, capital, natural resources, knowledge and entrepreneur) are important. However, knowledge and entrepreneurship are of strategic importance. These two production factors also constitute the source of wealth. One of the

most important trends of today is the knowledge economy. In the knowledge economy, intellectual capital has become much more important than financial capital, which is the main determinant of power and social class. Entrepreneurs are significant actors in society who pioneer in creating innovations and opportunities for sustainable economic, social, cultural development.

Entrepreneurship can be expressed as taking on responsibilities in the form of organizing, innovating, managing and taking risks. The concept of entrepreneurship is a broad concept that includes businesses consisting of profit-oriented organizations formed by people collaborating in line with the purpose they have determined, as well as public institutions, foundations, associations or professional chambers (Karadal, 2021:3). Entrepreneurship is not a concept specific to profit-oriented organizations. If there is innovation, risk, proactiveness and organization of production factors; It means there is entrepreneurship there. If it is about social events, it is social entrepreneurship, if it is about technology, it is technoentrepreneurship, and if it is about art, it is art entrepreneurship.

In the early 18th century, Cantillon emphasized the risk-taking characteristic of the entrepreneur. Say, a French economist, put forward the idea that an entrepreneur should have the ability to organize and manage production inputs as well as the ability to take risks. According to Say, the most important skill of the entrepreneur is the organizational skill. Schumpeter, on the other hand, added a different dimension to the entrepreneur by putting forward the view that the entrepreneur should be dynamic and innovative. Thus, in an innovation process, entrepreneurs, with their destructive creativity feature, abandoned the old and sought new methods for themselves (Karadal, 2021:4). Entrepreneurs are people who bring innovations that make life easier to the service of humanity. These innovations; It may be in product and service types, as well as in new management, production, marketing and finance techniques. Entrepreneurship is an indispensable part of economic and social life. Entrepreneurial activities contribute to wealth and prosperity, development of business and career opportunities, provision of employment opportunities and inclusion of different segments in the labor market (Karadal, 2021:4-5).

With the increasing economic and social value of knowledge, technology-based entrepreneurship has flourished significantly at a global level. In addition, research and development activities, collaborative practices, and integrating into global value chains has become more significant than ever. Understanding factors that foster successful entrepreneurs in high-tech sectors is critical to realizing structural changes in an economy. Türkiye introduced Technology Development Centers (TEKMER) in 1990 (Cansiz, & Tekneci, 2018). To achieve sustainable social and economic growth, Turkey should promote technology-based sectors. Thanks to TEKMERs and TEKNOKENTs, significant developments are being achieved in this sense.

ENTREPRENEURSHIP ECOSYSTEM

Entrepreneurial ecosystem is an interaction of three main elements: entrepreneurial organizations, institutions and entrepreneurial processes. Entrepreneurial ecosystem is "a set of interconnected entrepreneurial **actors** (potential and existing), **entrepreneurial organizations** (e.g. firms, venture capitalists, business angels, banks), **institutions** (universities, public sector agencies, financial bodies), **entrepreneurial processes** (e.g. numbers of high growth firms, number of serial entrepreneurs and levels of entrepreneurial ambition), which formally and informall coalesce to connect, mediat and govern the performance within the local entrepreneurial environment" (Koroghli, 2023).

In recent years, the concept of "entrepreneurial ecosystem" has attracted much attention in the field of economics-business and economic geography literature, but especially among policy makers the concept has emerged as one of the most popular frameworks. However, it should be noted that this conceptual approach, which is very new both for the world and especially for Türkiye, has not yet been examined analytically and critically. The entrepreneurship ecosystem can be defined as a system of interconnected actors and factors coordinated to enable productive entrepreneurship in a particular region. Entrepreneurship ecosystem; interconnected entrepreneurial actors (potential and existing), entrepreneurial organizations (e.g. firms, venture capitalists, business angels, banks), local institutions (universities, public sector agencies, financial institutions) and entrepreneurial processes (e.g. firms) within the local entrepreneurial atmosphere. birth rate, number of high-growth firms, number of serial entrepreneurs, degree of sell/divestment mentality, levels of entrepreneurial ambition) formally and informally; It defines performance as a system of managing, mediating, bringing together and connecting. Entrepreneurship ecosystem may be specific to one sector, or several sectors. The system may be geographically limited to a city or province, or it may be a regional ecosystem where several provinces/cities come together. The question of whether each province/city should develop its own ecosystem or a regional ecosystem where several come together should be established is an ongoing debate (Cansız, Kurnaz and Yavan, 2018; Stam, 2015).

According to **Isenberg's Entrepreneurship Ecosystem Model**: There are six areas within the entrepreneurial ecosystem: policies & leadership, financing, human capital, venture-friendly markets, and a conducive culture that provides a variety of institutional support. These 6 general areas or components consist of hundreds of different elements coming together in a very complex and unique interaction (Isenberg,2011). According to **Koltai's Entrepreneurship Ecosystem Model**; Entrepreneurs enable the emergence and growth of entrepreneurship by interacting with each other and creating a network between elements such as education, finance, networks, policies and roles in the society in which they live, as well as stakeholders consisting of NGOs, foundations, academic institutions, investors, states and companies participating in these activities (Koltai, 2012). Elements, actors and framework conditions interact with each other. According to **Stam's Entrepreneurship Ecosystem Model**, there are 4 categories: Framework conditions (formal institutions, culture-informal institutions, physical infrastructure, demand),

systematic conditions (networks, leadership, financing, talent, knowledge, support services), outputs (entrepreneurship). activity) and results (value creation). The existence of these elements and the interaction between them is the key to the success of the ecosystem (Stam, 2015). First of all, the entrepreneurial ecosystem focuses mainly on the **urban/local and regional context**. In other words, the city or region where entrepreneurship occurs is the most important element. In this context, the concept of entrepreneurship ecosystem is a concept used to explain the regional economic and socio-cultural factors affecting the entrepreneurship process.

The entrepreneurship ecosystem is the playing field in which entrepreneurs and all actors (such as public, university, industry, entrepreneurial capital, angel investors) operate, the rules and the environment that determines the behavior of the players. The concept of ecosystem means that all living things live together and depend on each other, and in this context, economic variables interact with social and cultural variables in terms of the social system (Cansız, Kurnaz and Yavan, 2018).

The establishment of TEKMERs (Technology Development Centers) has been a pivotal initiative in bolstering the entrepreneurship ecosystem in Türkiye. Aimed at nurturing innovative startups and facilitating the commercialization of new technologies, TEKMERs offer a comprehensive support mechanism that spans financial aid, mentorship, infrastructure, and beyond. This guide delves into the impact of TEKMER on Türkiye's entrepreneurship landscape and provides actionable insights for startups looking to leverage these resources:

Financial Support and Incentives: TEKMERs provide startups with critical early-stage financial support, including grants, subsidies, and access to investment opportunities. This financial backing is instrumental in overcoming the initial capital barriers, allowing startups to focus on research, development, and scaling their operations.

Mentorship and Expert Guidance: Access to seasoned entrepreneurs, industry experts, and academics through TEKMERs can significantly accelerate a startup's journey. This mentorship encompasses everything from business strategy and market penetration to technological development, offering startups a roadmap to navigate their sector's complexities.

Infrastructure and Facilities: Startups often struggle with the high costs associated with R&D facilities and office space. TEKMERs mitigate this challenge by providing state-of-the-art laboratories, co-working spaces, and other essential infrastructure, enabling startups to develop and test their technologies in a conducive environment

Networking and Collaboration Opportunities: Being part of a TEKMER offers startups unparalleled networking opportunities with potential investors, partners, and customers. These centers frequently organize events, workshops, and meetings that serve

as platforms for startups to showcase their innovations and connect with the broader business community.

Market Access and Internationalization: TEKMERs play a crucial role in helping startups access local and global markets. Through partnerships and collaborations, they facilitate startups' entry into international fairs, exhibitions, and trade missions, enhancing their visibility and opportunities for growth.

Legal and Regulatory Guidance: Navigating the legal and regulatory landscape can be daunting for startups. TEKMERs offer guidance on intellectual property rights, compliance, and other legal matters, safeguarding startups from potential pitfalls and ensuring their operations are on solid legal ground.

TECHNOLOGY DEVELOPMENT CENTERS (TEKMERs)

TEKMERs (Technology Development Centers) are entrepreneurs and businesses in pre-incubation, incubation, post-incubation processes. They are structures where services such as business development, access to financial resources, management, consultancy, mentorship, office and network participation are provided. TEKMER is a structure that provides services for entrepreneurs or businesses that have a technology / innovation-oriented business idea / project that includes research and development and / or product / process / service innovation in one or more related themes. Themes of TEKMER; Energy, renewable energy, aviation, defense, medicine, medical device, medical, biotechnology, nanotechnology, genetics, robotics, machinery, electricity, electronics, chemistry, information and communication technologies, software, digitalization and similar subjects. The right to use the name TEKMER, which are protected by KOSGEB under the Industrial Property Law No. 6769, is evaluated by the Board and given to those who are deemed appropriate (Kazan, 2024).

List of TEKMERs established in Türkiye

İstanbul Aydın Üniversitesi TEKMER Girişimevi ve Ofis Hizmetleri Anonim Şirketi	İstanbul	https://tekmer.aydin.edu.tr/
CEOTEKMER Girişim Evi Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://www.ceotekmer.com/
Başkent Üniversitesi Biyotek Teknoloji Geliştirme Merkezi Anonim Şirketi	Ankara	http://biyotek.baskent.edu.tr/
Kuzey İzmir Sağlık ve Yaşam Bilimleri Teknoloji Geliştirme Merkezi Sanayi ve Ticaret Anonim Şirketi	İzmir	http://bakircaytekmer.com/
Ankara TEKMER Teknoloji Geliştirme Merkezi Anonim Şirketi	Ankara	https://ankaratekmer.com.tr/

Kuzey İzmir Teknoloji Geliştirme Merkezi ve Girişimcilik Hizmetleri Sanayi ve Ticaret Anonim Şirketi	İzmir	https://www.kuzeyizmirtekmer.com.tr/
Gelişim Üniversitesi Teknoloji Merkezi Anonim Şirketi	İstanbul	https://tto.gelisim.edu.tr/Duyuru/gelisim-biotech-tekmer
Bitlis Teknoloji Geliştirme Merkezi Anonim Şirketi	Bitlis	https://bitlistekmer.com/
Lokman Hekim Teknoloji Anonim Şirketi	Ankara	https://lhustek.com/
Fark Labs Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://tekmer.farklabs.com/
T Gate TEKMER Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://t-gate.co/
Tuzla TEKMER Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://www.tuzlatekmer.com/
Sağlık Bilimleri Üniversitesi Teknoloji Geliştirme Merkezi Anonim Şirketi	Ankara	https://www.sbutekmer.com/
Bug Lab Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	www.buglab.ist
Nişantaşı Üniversitesi Biyoteknoloji Geliştirme Merkezi Danışmanlık Anonim Şirketi	İstanbul	-
Acıbadem Üniversitesi Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://tekmer.acibadem.edu.tr/
İstanbul Bilgi Üniversitesi Teknoloji Geliştirme Merkezi ve Girişimcilik Hizmetleri Sanayi ve Ticaret Anonim Şirketi	İstanbul	http://tekmer.bilgi.org.tr/tr/
Atlas Üniversitesi Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://www.atlas.edu.tr/atlas-teknoloji-merkezi/
Garajx Ankara Genç Girişimciler Teknoloji Geliştirme Merkezi Anonim Şirketi	Ankara	-
The Hood Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://thehoodtekmer.com/
MEF Üniversitesi Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://meftek.mef.edu.tr/

Apy Girişim Teknoloji Anonim Şirketi	İstanbul	https://apytekmer.com/
İzmir Tarım Teknoloji Geliştirme Merkezi Anonim Şirketi	İzmir	-
Medipol Meditek Teknoloji Geliştirme Merkezi Anonim Şirketi	Ankara	-
Medipol Meta Tekmer Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	https://tekmermeta.medipol.edu.tr/
Startgate Teknoloji Geliştirme Merkezi Anonim Şirketi	İstanbul	www.startgate.com
Trakya Bilim Teknoloji Geliştirme Merkezi A.Ş.	Tekirdağ	https://www.trakyatekmer.com/

Entrepreneurs accepted to the program are entitled to become TEKMER members for 6 (six) months. Throughout this whole process, entrepreneurs who can use their common use and social areas 24/7 will be able to participate in all training, conversation and events during their membership. At the end of the process, entrepreneurs who can discover their talents and develop projects can become members of Pre-Incubation at the end of the evaluation of the TEKMER team (www.ceotekmer.com.tr).

Pre-Incubation: Those who do not have any corporate structure that is still at the idea stage,

Incubation: Those who have taken steps towards incubation, are in the production and marketing stages of the product,

Post Incubation: Those who have completed the incubation process, are in the process of expanding their business to spread their product to wider markets

Pre-Incubation

Idea processes in the pre-incubation stage are subject to preliminary evaluation in the relevant scientific board within TEKMER. Projects found suitable are evaluated by TEKMER executive committee. In this process, appropriate project owners make a presentation to the Executive Board and make a detailed presentation emphasizing the idea of project development, its widespread impact, and possible problems and needs.

After the presentation, it is evaluated by each committee according to the score and the idea owner is named as pre-incubation within TEKMER, and the idea process is started with the decision and approval of the other members of the TEKMER Executive Board.

The entrepreneur in the pre-incubation process, whose business idea scores 90 and above, is entitled to free office services for 6 months. Consultancy services such as cooperation protocols and principles are provided free of charge until the end of the process.

Incubation

Entrepreneurs who are successful after six months of training will go to the Incubation period and will be included in TEKMER and will be subjected to an 18-month monitoring program.

In this process, the relevant bank management staff will be contacted about the stages of business establishment, business management, financial access opportunities and ways, and the project will be brought together with angel investors and venture capital funds to provide domestic and international marketing services.

Support will be provided for product or service development and marketing. In the maturation phase of the business idea, it has the advantage of reaching consultancy and training opportunities in the process of improving business processes in accordance with the business plan. In this process, access to scientific approach is offered.

After-Incubation

The enterprises / entrepreneurs who have completed the incubation process will go to the post-incubation period and will be provided with the necessary support for production and investment development outside TEKMER. In the post-incubation phase, there are advantages based on training and consultancy, especially in marketing and sales.

According to Law No. 5746 on Supporting R&D and Design Activities, **incentives and supports** provided to entrepreneurs:
- ❖ %100 Research and Desing discount
- ❖ Income tax withholding incentive (%80-90-95) for R&D Personel
- ❖ Insurance premium employer's share support (%50)
- ❖ Stamp duty exemption
- ❖ Customs duty exemption

Facilities / Opportunities provided to entrepreneurs:
- ❖ Lab Support
- ❖ Website Support
- ❖ Free Office Support
- ❖ Consultancy&Mentoring
- ❖ Education
- ✓ Marketing and Sales Training and Mentoring
- ✓ Financial Management Training and Mentorship
- ✓ Investment Law Education and Mentorship
- ✓ Entrepreneurial Law Education and Mentoring
- ✓ Business Model Building Training and Mentorship
- ✓ R&D Methods Training and Mentorship
- ✓ Project Writing and Management and Mentoring
- ✓ Intellectual Property Rights Management Training and Mentoring

The CEO Technology Development Center (CEOTEKMER) Model

The CEO Technology Development Center (CEOTEKMER) model in Türkiye is a prime example of how Technology Development Centers (TEKMERs) can significantly impact the entrepreneurship ecosystem. CEOTEKMER stands out for its unique approach to supporting startups, focusing on creating CEOs and leaders who are not just technologically savvy but also possess strong business acumen and leadership skills. This model underscores the importance of a holistic development approach in nurturing successful entrepreneurs and startups. Here's an analysis of its impact on Türkiye's entrepreneurship ecosystem.

CEOTEKMER was established in Istanbul by Ekol Group, in cooperation with Istanbul University and with the support of KOSGEB. There are **99 entrepreneurs**. 66 of them are **male (%65)** and 13 are female. The **average age is 32**. The education levels of entrepreneurs: 5 of the entrepreneurs have Ph.D, 23 have a master's degree, 58 have a bachelor's degree and 13 have an associate degree. As can be seen, the **education level of entrepreneurs is high**.

Sectoral distribution is as follows:
- ❖ 61 electric-electronic
- ❖ 14 medical
- ❖ 10 robotics
- ❖ 8 defense
- ❖ 6 software

CONCLUSION

Türkiye is a dynamic and growing economy that supports startups by focusing on the entrepreneurship ecosystem reforms. TEKMERs represent a cornerstone of Türkiye's strategy to foster innovation, entrepreneurship, and economic diversification. For startups, engaging with a TEKMER can dramatically enhance their prospects, providing them with the tools, knowledge, and connections necessary to succeed. As the Turkish government continues to invest in these centers, the future for Turkish startups looks increasingly bright, promising a thriving, innovative, and competitive business landscape.

The CEOTEKMER model illustrates the transformative potential of TEKMERs in Türkiye's entrepreneurship ecosystem. By balancing technological innovation with leadership development, facilitating industry-university collaboration, and enabling global market access, CEOTEKMER significantly contributes to the creation of a dynamic, innovative, and sustainable entrepreneurial landscape in Türkiye. This model serves as a blueprint for other TEKMERs aiming to enhance their impact on the entrepreneurship ecosystem both within Türkiye and potentially on a global scale.

CEOTEKMER offers a broad spectrum of *support that covers financial aid, technical assistance, mentorship, and access to a vast network of industry experts and investors*. This comprehensive support structure is crucial for startups at various stages of their development, from ideation to commercialization.

Unlike traditional models that primarily focus on technological innovation, CEOTEKMER places a significant emphasis on developing the **leadership and management skills** of entrepreneurs. Workshops, seminars, and mentorship programs are designed to cultivate strategic thinking, decision-making, and effective management practices, ensuring that startups not only create innovative products but also sustain and grow their businesses effectively.

CEOTEKMER fosters strong **collaborations between academia and industry**, facilitating access to research resources, talent, and opportunities for real-world applications of innovative technologies. This symbiotic relationship accelerates the commercialization process and enhances the relevance and market readiness of startups' products and services.

By providing startups with opportunities to connect with global markets, CEOTEKMER plays a pivotal role in the internationalization of Turkish startups. Assistance in participating in international fairs, exposure to global best practices, and introductions to international investors and partners all contribute to the global competitiveness of startups nurtured within the CEOTEKMER ecosystem.

CEOTEKMER contributes to building a vibrant **entrepreneurial culture** in Türkiye, where innovation, risk-taking, and collaboration are encouraged. The center acts as a hub for entrepreneurs to exchange ideas, form partnerships, and support one another, fostering a strong sense of **community among startups**.

The success stories emerging from CEOTEKMER serve as inspiration and **role models** for aspiring entrepreneurs. These success stories not only demonstrate the viability of turning innovative ideas into successful businesses but also highlight the critical role of effective leadership and sound business strategies in achieving this success.

TEKMERs provide the necessary infrastructure for entrepreneurs to realize and grow their business ideas and become competitive in national and even international markets. Thus, TEKMERs make significant contributions to the development of the entrepreneurship ecosystem and commercialization of innovative business ideas in Türkiye.

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THE IMPORTANCE OF UNDERSTANDING THE PSYCHOLOGY OF FOREIGN LANGUAGE ACQUISITION

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Language and speech are the most important content and structural components of our mind. The word is associated with all manifestations of the human mind. At the level of sensations, speech affects the thresholds of sensitivity, i.e. determines the conditions for the passage of a stimulus. Language is an objectively existing phenomenon in the spiritual life of human society. Language is defined as a system of signs functioning as a means of communication and an instrument of thought. The language includes words with their meanings and syntax. The means from which a language message is constructed are phonemes (spoken language) and graphemes (written language). From these socially developed sounds and graphic signs, words and sentences are built that consolidate the

experience of mankind. Speech is the process of communication through language. The subject of psychological study is speech, not language.

There are around 7000 languages spoken in the world today. More than a half population in the world speaks more than one language. There are number of countries in the world that have two official languages. Some countries, like South Africa, have more. For example, in Johannesburg local people speak five and more languages, which is quite common to the region. It makes the brain and linguistic scientists to look into the mystery of how our brain works in terms of our abilities to learn, understand and speak language. What is behind our brain's capability to adapt and absorb our native language and very often even to become bilingual from the very babyhood [2].

According to cognitive neuroscientists literature and through empirical studies and researches conducted with children from various backgrounds where focus was on language acquisition, metalinguistic ability, literacy, and problem solving, it becomes quite obvious that speaking more than one languages on the regular basis positively affects on our brain though enhancing cognitive abilities and thanks to enhancing brain plasticity it delays the symptoms of Alzheimer's disease [1].

The science of bilingualism is a young field, and definitive answers to many questions are not yet available. But with an accumulation of research studies over the last few decades, scientists are now equipped to partially answer some of most pressing questions about early bilingualism.

It goes without saying being bi- and multi-lingual has enormous benefits: it helps us to understand people from the other parts of the world, better comprehend and immerse in their culture, history and traditions when we travel through the globe.

But what difficulties do we encounter when our brain has to switch between the languages? How hard is foreign language learning process? Are some of us just have natural aptitude for learning new languages?

Psychology of language, also known as psycholinguistics, is the field that helps scientists better understand the mental aspects of language and speech and thus develop new and innovative ways to approach learning, has helped better understand the mental aspects of language and speech with new and innovative

implications on how we approach learning from a cognitive, emotional, and behavioral level [3].

Because it affects a variety of scientific fields including developmental psychology, cognitive psychology, education, linguistics, and communication sciences and disorders.

Linguistic experience is applicable and actual to study lexicon, grammar and other language aspects. Features of linguistic experience and background also allow exploring such linguistic issue as language interfering.

Also, there are two aspects in learning foreign languages psychology: interferences and transposition.

Language interference: One of the biggest concerns in learning foreign language is that it will cause confusion: a new language is likely to have sounds that are different from those in our first language. Our natural ability to recognize these sounds, tell them apart, and remember them in the future, analyze patterns could affect how well you learn new words and pronunciation. Just like some people have an ear for music, others have a knack for languages.

It brings us to Language transposition. Why certain individuals are able to learn languages more successfully than others? How mental processes specific to individuals affects learning outcomes? Although language use and language learning always occur in social contexts, they are, essentially, mental processes. With a more pronounced focus on issues connected to learning processes, selecting versatile methods and approaches while taking into consideration each students' individuality the foreign language education can address the most relevant issue of todays' education: exploring the relationship between the human mind and language.

Although we often take language for granted, a moment's reflection will show how important it is in our lives. In some form or another it so dominates our social and cognitive activity that it would be difficult to imagine what life would be like without it. We may think without language, but language lets us know that we are thinking. Language is a major component of understanding human behavior. Thanks to psycholinguistics we're slowly getting closer to fully understanding the complexity of human language.

Every day, we understand more and more about how humans produce, codify, and use language as a communication tool [4].

We must not forget that the environment plays a crucial role in our ability or inability to learn. It is important to understand this influence and how to use it to our advantage. Using the "contextual learning" lens can help to bring our talent in light in our learning capability.

In summary, we'd encourage students to study as many languages as they can…being literate in two or three languages has only positive consequences in life. There is no risk in doing so, and the rewards are enormous.

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TA'LIMNI RAQAMLASHTIRISH MUHITIDA LINGVISTIK KOMPETENSIYANI RIVOJLANTIRISH VA TAKOMILLASHTIRISHNING DIAGNOSTIK MONITORINGI

U.U.Jumanazarov,

JDPU dotsenti, pedagogika fanlari doktori

Kalit so'zlar: raqamli ta'lim, mediasavodxonlik, raqamli kompetensiya, *"E-Portfolio"*, "*Google*", pedagogik tashxis omillari.

Annotatsiya: *Ushbu maqola Ta'limni raqamlashtirish muhitida lingvistik kompetensiyani rivojlantirish va takomillashtirishning diagnostik monitoringi to'g'risida bo'lib, bunda raqamli ta'lim, mediasavodxonlik, raqamli kompetensiya pedagogik tashxis*

omillari, zamonaviy ta'lim texnologiyalarni til o'qitishdagi o'rni va ta'limni raqamlashtirish haqida.

Bugungi kunda mamlakatimizda professor-o'qituvchi va murabbiylarga alohida e'tibor berilayotgan bir paytda va bundan keyin ham o'qituvchining jamiyatdagi obro'yi va uning pedagogik faoliyatining samaradorligi faqatgina muayyan fan mazmunidagi bilimlar darajasi, uning pedagogik qobiliyatiga emas, balki o'qituvchining qanchalik zamonaviy axborot va kommunikatsiya texnologiyalarini amaliyotda qo'llash darajasiga, aniqrog'i, ***kompyuter savodxonligiga*** bog'liq bo'lishini talab qilmoqda. Yanada ochiqroq aytganda, raqamli asrning bugungi kundagi hayotimizga raqamli ta'lim yangi hodisa sifatida kirib kelmoqda, jamiyatimizdagi hozirgi yangi jarayonlar ta'lim paradigmasini butunlay o'zgartirishni taqozo qilmoqda. Buning asosiy sababi shuki, axborot va kommunikatsiya texnologiyalarini o'zlashtirib olgan, aniqrrog'i, axborot, kompyuter, media va kommunikativ savodxonliklarga ega bo'lgan hozirgi kun talabalari uzoq yillar davomida saqlanib kelayotgan an'anaviy uslubda o'quv mashg'ulotlariga qatnashishni hohlamaydilar. Jonli, yuzma-yuz holda o'quv mashg'ulotlarini olib borish ko'nikmalariga o'rgangan oliy ta'limning professor-o'qituvchilari ham an'anaviy uslubda o'qitishni xohlasalarda, lekin ular ham talabalar singari axborot, kompyuter, media, kommunikativ savodxonlikka ega bo'lishlari, bo'lajak raqamli ta'lim tizimida faollik ko'rsatishlari zarur. Bu davr va hayot talabi.

Ta'limni raqamlashtirish muhitini yaratish va takomillashtirishda bo'lajak ***ingliz tili o'qituvchilarining mediasavodxonligini o'stirish*** masalasi ham muhim ahamiyat kasb etadi. So'nggi yillarda ingliz va boshqa xorijiy tillarni chuqur o'rgatish, o'quv jarayoniga axborot-kommunikatsiya texnologiyalarini joriy etish masalalariga ustuvor ahamiyat berilmoqda. Xorijiy mamlakatlarning yetakchi ilmiy markazlari va oliy o'quv yurtlarida mediata'limning o'ziga xos xususiyatlari, mediasavodxonlikni shakllantirish vositalari va usullarini o'rganish ta'lim jarayonida mediatexnologiyalar va mediamatnlardan foydalanish o'ta muhim ilmiy va amaliy ahamiyatga ega ekanligini ko'rsatmoqda. Chet tili darslarida mediasavodxonlikni shakllantirish muammosi asosan mediamatnlarni tanqidiy qayta ishlash va mediasavodxonlikni yoki media-kompetensiyani shakllantirish, ya'ni, filologik va nofilologik OTMlar talabalari tomonidan mediamatnlar bilan o'zaro

munosabatlarni rivojlantirish nuqtai nazaridan hal qilinadi. Shu bilan birga, mediasavodxonlikni o'qitish bo'yicha ijobiy xorijiy tajribani o'rganish shuni ko'rsatdiki, mediasavodxonlik turli xil axborot-kommunikatsiya texnologiyalaridan foydalanish, shuningdek, har xil turdagi media mahsulotlarni tushunish va tayyorlashni ta'minlash uchun ommaviy axborot vositalarining lingvistik va janr xususiyatlarini o'rgatishni o'z ichiga oladi[1].

Bu o'rinda gap *"raqamli ta'lim"* muhiti haqida borar ekan, unda eng avvalo, "Xorijiy til va adabiyoti" (*ingliz tili*) yo'nalishdagi professor-o'qituvchilarning yetakchi rolini butunlay hayotda saqlab qolish va an'anaviy ta'limni takomillashtirish bo'yicha quyidagi ***omillarning tashxisi va vazifalarini*** amalga oshirish maqsadga muvofiq, deb hisoblaymiz:

– talabalar uchun o'qitilayotgan fan asoslari bo'yicha qog'oz nusxasida va internetda interfaol multimediali ko'rinishlarda innovatsion ta'lim texnologiyalaridan foydalanish bo'yicha maxsus o'quv-uslubiy ko'rsatmalarni ingliz tilida ishlab chiqish va barcha talabalarga yetkazish;

– umumiy ta'lim texnologiyalari orqali ishlab chiqilgan metodik ko'rsatmaning asosiy mavzulari bo'yicha video ma'ruzalar uchun ommaviy virtual kutubxona ishlab chiqish va ularga soha talabalarini faol jalb etish;

– yuqori samaradorlikka ega raqamli qurilmalar bilan jihozlangan tuzilmalar, o'quv mashg'ulot xonalari va laboratoriyalari, mediastudiyalari va boshqalarni o'z ichiga olgan *"Raqamli kompetensiya markazi"*da ommaviy ochiq onlayn darslar va onlayn treninglar o'tkazish, tashkil etish hamda orttirilgan ijobiy tajribani hududiy ta'lim muassasalaridagi ingliz tili o'quv mashg'ulotlarida *qo'llash zarur*.

Pedagogika oliy o'quv yurtlarining *"Xorijiy til va adabiyoti" (ingliz tili)* yo'nalishlarida "zamonaviy axborot-kommunikatsiya texnologiyalari va ta'lim texnologiyalarining mustahkam integratsiyasini ta'minlash"[2], bo'lajak ingliz tili o'qituvchilarining lingvistik kompetensiyasini va kasbiy mahoratini uzluksiz ravishda

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[1] Абдуқодирова Н.А. Инглиз тили дарсларида медиа саводхонликни шакллантириш (B2). - Педагогика фанлари бўйича фалсафа доктори ((PhD)) диссертацияси. – Жиззах, 2021. -129 б.

[2]Ўзбекистон Республикаси Президентининг 2019 йил ПФ-5847-сон "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги Фармони. http://lex.uz

rivojlantirib borishning diagnostikasini ishlab chiqish zarur. Bu boradagi maxsus "Yo'l xaritasi"ga asoslanib, *quyidagi vazifalarni kundalik amaliyotda bajarish zarur*, deb hisoblaymiz:

a) o'quv rejasidagi barcha nazariy va amaliy mashg'ulotlarini olib borishda taqdimot tizimlaridan ingliz tilida samarali foydalanish;

b) mutaxassislik fanlarining ma'ruza va seminar mashg'ulotlari uchun internet bilan bog'liq holda interfaol va multimediali taqdimotlarini ingliz tilida ishlab chiqish;

v) real vaqt rejimida interfaol taqdimot, video-konferensial tizimlari va virtual zallardan samarali foydalanib, masofaviy o'qish jarayonlarini ingliz tilida olib borish;

g) elektron resurslardan foydalangan holda istalgan vaqtda masofaviy ta'lim jarayonini matnli-grafik yoki video formatda ingliz tilida amalga oshirish;

d) o'quv mashg'ulotlarida bulutli texnologiyalar, virtual va kengaytirilgan voqelikdan ingliz tilida samarali foydalanish;

ye) didaktik materiallar va tajriba dizaynlarini ishlab chiqishda 3 D printerini qo'llash;

yo) mutaxassislik fanlarining ma'ruza va seminar o'quv mashg'ulotlarida ingliz tilida raqamli didaktika va raqamli ta'lim modellarini samarali qo'llash;

j) *"ingliz tili"* yo'nalishi professor-o'qituvchilari va talabalari uchun mazkur soha fakultetida ilmiy-amaliy loyihalar, kurs ishlari, bitiruv malakaviy ishlari, ilmiy-tadqiqot izlanish natijalari, masalan, monografik tadqiqot, o'quv qo'llanma, risola, dissertatsiya, ilmiy maqola, o'quv fanlari bo'yicha foydalanishga tavsiya etilgan asosiy va qo'shimcha adabiyotlar matnlari uchun ingliz tilida *ilmiy veb-sayt* ishlab chiqish zarur.

z) interfaol stollar va interfaol taqdimot tizimlari, shu jumladan, eng so'nggi rusumdagi zamonaviy noutbuklar bilan jihozlangan o'quv xonalarida o'tkaziladigan ma'ruza mashg'ulotlarida ikki tomonlama muloqotni ta'minlovchi tizimlardan ingliz tilida foydalanish;

i) interfaol stollar jihozlangan o'quv xonalarida "ma'ruza yoki seminar mashg'ulotlarini yozib oluvchi" dasturlaridan ingliz tilida samarali foydalanish zarur. Ushbu dastur slaydlar, audio, video, kamera, o'qituvchining yozuvlari va interfaol doska orqali taqdim etilgan ma'ruza materiallari yoki seminar mashg'ulotining mazmunini yozib

olishini ta'minlaydi. Talabalar – bo'lg'usi ingliz tili o'qituvchilari keyinchalik Internet, IPod va iphone orqali yana ingliz tilida foydalanish mumkin.

Ta'limni raqamlashtirish muhitida bo'lajak ingliz tili o'qituvchilarining lingvistik kompetensiyasini rivojlantirish uchun elektron va mobil o'quv ta'limini amaliyotda qo'llashning diagnostikasida yana bir qator dolzarb vazifalarni muvaffaqiyatli hal etish boradagi *ilmiy-amaliy takliflarimiz* quyidagilardan iborat:

– pedagogika oliy ta'limining virtual ilmiy muhiti bo'lgan elektron platformasini ingliz tilida takomillashtirish, ularga soha professor-o'qituvchilari va iqtidorli talabalarni faol jalb etish;

– raqamli ta'lim muhitida tashkil etilgan elektron o'quv platformasida "ingliz tili" yo'nalishi o'quv rejasidagi barcha umumkasbiy va ixtisoslik fanlarining ma'ruza va seminar materiallarini matnli-grafik va video shakldagi formatda nashr etish;

– soha yo'nalishi umumkasbiy va mutaxassislik fanlar bo'yicha talabalar elektron interfaol multimediali o'quv materiallarini yaratish va virtual *kutubxonada* ularni nashr qilish;

– oliy ta'limning *"Ingliz tili va adabiyoti"* yo'nalishi talabalari uchun elektron interfaol multimediali o'quv materiallari, vertual trenajyorlar va boshqalardan iborat raqamli ta'lim resurslarining milliy fondini ingliz tilida yaratish va ularga talabalarni ommaviy ravishda jalb etish;

– pedagogika oliy ta'limida ommaviy ochiq onlayn kurs formatida trening kurslarini ingliz tilida ta'lim oluvchi talabalar uchun ham, professor-o'qituvchilar uchun ham ishlab chiqish va ularni amaliyotga jalb etib, ingliz tilida samarali foydalanishga erishish;

– raqamli ta'lim muhitida *"Ingliz tili va adabiyoti"* yo'nalishi talabalariga raqamli avlod uchun asosiy imkoniyatlarini ta'minlaydigan darslik va o'quv qo'llanmalarni hamda o'zlashtirilgan materiallarni tekshirish va baholash uchun interfaol testlar hamda mavjud bo'lgan va avval aniqlangan bilimlardagi muayyan bo'shliqlar uchun interfaol vositalarni ishlab chiqish va amaliyotda qo'llashga erishish zarur.

Ta'limni raqamlashtirish muhitida "ta'lim oluvchi" (bo'lajak ingliz tili o'qituvchilari) va "ta'lim beruvchi" (professor-o'qituvchilar) innovatsion ta'lim texnologiyalaridan

samarali foydalanishda quyidagi *pedagogik tashxis omillariga* alohida e'tibor berish zarur:

– raqamli ta'lim tizimida smartfonlardan samarali foydalanish va smartfonlarni bo'lg'usi o'qituvchilarning shaxsiy virtual yordamchisiga aylantirish;

– "zamonaviy axborot-kommunikatsiya texnologiyalari asosida masofaviy ta'lim dasturlarini tashkil etish"[3] va ulardan talabalar ingliz tilida samarali foydalana olishlariga erishish;

– raqamli ta'lim muhitida umumkasbiy va ixtisoslik fanlarining ma'ruza va amaliy mashg'ulotlari seminarlarini onlayn tarzida kuzatish hamda "o'zlashtirish imkonini beruvchi, shuningdek, ularni elektron axborot saqlovchilarga yuklovchi *"E-MINBAR"* platformasini amaliyotga joriy etish, ta'lim jarayonlarida "bulutli texnologiyalar"[4]dan ingliz tilida samarali foydalanishga erishish;

– raqamli ta'lim muhitida o'yin (geymifikatsiya) asosida o'quv jarayonlarini tashkil etish va ingliz tilining bo'lg'usi o'qituvchilari ijodiy va intellektual faolligini oshirish;

–raqamli ta'lim muhitida ingliz tilida ta'lim berish va o'rganish jarayonlari o'quv "*Iot*" va "*IoE*" lardan foydalanish;

– raqamli ta'lim muhitida o'quv mashg'ulotlarida robotlardan boshqarish ob'ekti va o'qituvchining yordamchisi sifatida foydalanish;

– raqamli ta'limda ingliz tilini o'qitish ta'limi jarayonida sun'iy intellektdan foydalanish;

–"ustoz-shogird" tizimiga asoslangan pedagog-talaba munosabatlari orqali elektron va mobil ta'limning bir qismi bo'lgan o'quv jarayoni uchun raqamli ta'lim muhitini yaratish va bu orqali an'anaviy o'qitish shaklida ham talabalar – bo'lg'usi ingliz tili o'qituvchilari o'rtasida faol tarmoq orqali jamoaviy bo'lib, *o'qish – o'rganish – ishlash* tamoyilini shakllantirishga erishish;

– *"Ingliz tili va adabiyoti"* yo'nalishi va o'quv rejasidagi mutaxassislik fanlarining o'ziga xos xususiyatlaridan kelib chiqib, raqamli "ta'lim jarayonida xalqaro miqyosda

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[3]Ўзбекистон Республикаси Президентининг 2019 йил ПФ-5847-сон "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги Фармони. http://lex.uz
[4]Ўзбекистон Республикаси Президентининг 2019 йил ПФ-5847-сон "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги Фармони. http://lex.uz

keng qo'llaniladigan zamonaviy dasturiy"[5] mahsulotlaridan samarali foydalanishni rivojlantirish;

– raqamli ta'lim muhitida soha yo'nalishi bo'yicha ommaviy ochiq onlayn mashg'ulotlarining mazmun-mohiyati, uslubiy va texnik xususiyatlarini yaxshilash;

– raqamli ta'lim tizimida ilmiy-tadqiqot parklari uchun ingliz tilida tegishli vebsaytlar ishlab chiqish zarur.

Ta'kidlanganlardan tashqari, raqamli ta'lim muhitida innovatsion[6] pedagogik modellardan samarali foydalanish maqsadida mazkur soha vakillari yana quyidagilarni: a) an'anaviy didaktik modellarni innovatsion modellarga o'zgartirish jarayonida birlamchi manba sifatida innovatsion texnologiyalardan samarali foydalanishga erishish; b) "ta'lim jarayonlarini raqamli texnologiyalar asosida individuallashtirish, masofaviy ta'lim xizmatlarini rivojlantirish;v) *vebinar, onlayn, "blended learning", "Flippet classroom"* texnologiyalarini amaliyotga"[7] joriy etish maqsadga muvofiq bo'ladi.

Bulardan tashqari, raqamli ta'lim tizimida ilmiy yondashuvni ta'limga joriy etishda birlamchi manba sifatida *Big Data, Blockchain, sun'iy intellekt, Data Ssiance* kabi raqamlashtirishning eng yuqori darajasidagi vositalari ham ta'lim jarayoniga joriy etilsagina, biz ko'zlagan maqsadlarga – raqamli ta'lim muhitining **samaradorligini** yanada oshirishga,bo'lajak ingliz tili o'qituvchilarining lingvistik kompetensiyasini rivojlantirishga erishishimiz mumkin, albatta.

Raqamli ta'lim muhitida innovatsion ta'lim texnologiyalari va didaktik modellarni joriy etish natijalarini tahlil qilish masalasiga ham jiddiy e'tibor qaratish lozim. Chunki amalga oshirilgan ishlarga dastlab yakun yasab, ularni qayta ko'rib chiqqan holda yo'l qo'yilgan kamchiliklarni tuzatishga va kelgusida bajariladigan vazifalarning istiqbolli rejalarini ishlab chiqishga imkoniyat yaratiladi. Aytilgan fikr-mulohazalar va takliflarning hammasi bo'lajak ingliz tili o'qituvchilarini jahon andozalariga xos va bugungi kun talablariga mos yetuk mutaxassis sifatida tayyorlashga xizmat qiladi, deb hisoblaymiz.

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[5]Ўзбекистон Республикаси Президентининг 2019 йил ПФ-5847-сон "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги Фармони. http://lex.uz

[6]Ўзбекистон Республикаси Президентининг 2019 йил ПФ-5847-сон "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги Фармони. http://lex.uz

[7]Ўзбекистон Республикаси Президентининг 2019 йил ПФ-5847-сон "Ўзбекистон Республикаси олий таълим тизимини2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги Фармони.http://lex.uz

Bugungi kun mamlakatimiz ta'lim tizimining reproduktiv holatdan uzluksiz rivojlanuvchi, ochiq-shaffof holatga o'tishi ham ta'lim oluvchilarni o'z ta'limiy va ijtimoiy-madaniy manfaatlarini yuzaga chiqarishga yo'naltirish jarayonlari ta'lim tizimi bosh sub'ektlari - "ta'lim oluvchilar" va "ta'lim beruvchilar"ning o'z faoliyatiga munosabatini o'zgartirish zaruriyatini taqozo etadi.

Bu o'rinda shuni ta'kidlash lozimki, ta'lim tizimi rivojlangan dunyoning qator davlatlaridagi oliy ta'lim muassasalarida ko'pchilik o'quv mashg'ulotlari, masalan, ma'ruza va amaliy darslar *Google Classroom* platformasidan foydalangan holda amalga oshirilmoqda. Professor Q.Omonovning ijtimoiy tarmoqlardagi maqolasida ta'kidlashicha[8], odatda, keng omma "*Google*" tizimini, asosan, qidiruv va elektron tarjimon sifatida taniydi. Biroq ushbu tizimning ilm-fan, ta'lim uchun foydali imkoniyatlari nihoyatda keng. "*Google*" tizimi ta'limdagi masofa va makon tushunchasini yo'qqa chiqaradi. Sababi uning dasturlari dunyoning qay chekkasida bo'lmasin, talaba va pedagogni bir vaqtda ishlash imkoniyatini yaratadi. Bu uchun "*gmail*"dan elektron pochta ochishning o'zi kifoya qiladi. *"Google classroom", "Google doc", "Google disk"* dasturlari bunda yordamga keladi.

"E-Portfolio" ham "*Google*" imkoniyatlaridan kelib chiqqan holda yaratiladi. "*Google*"da veb-sayt yaratish dasturi ishlab chiqilgan bo'lib, u juda qulay. Hozirgi informatsion texnologiyalar rivojlanib, jadallashib borayotgan bir paytda, ta'limni raqamlashtirish transformatsiyasi muhitida har bir professor-o'qituvchi yoki talaba o'zining har sohadagi fikrlari, qarashlari va yutuqlarini o'rtoqlashish maqsadida shu turdagi *"E-Portfolio"* yaratsa, uning ilmiy, ijtimoiy, falsafiy faoliyatidan barcha birdek bahramand bo'lishi mumkin, albatta.

Shu o'rinda qator ta'limiy saytlar muallifi Mark Prenskining *"Digital Natives, Digital Immigrants"* ("Raqamli dunyo sohiblari, raqamli dunyo muhojirlari") nomli maqolasida[9] bugungi kun talabalariga quyidagi ta'rifni berganligi o'z asosiga ega, deb hisoblaymiz: "Hozirda talabalarimiz batamom o'zgargan. Zamonaviy talabalar endilikda biz ishlab chiqqan ta'lim tizimimizga ko'ra, o'qitiladigan kishilar emas". Maqolada bugunning

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[8]Омонов Қ. "Рақамли таълим: у нима ва бизга нима беради? – www.uza.uz – 2020.

[9] Омонов Қ. "Рақамли таълим: у нима ва бизга нима беради? – www.uza.uz – 2020.

talabalari *"Digital Natives"* – "Raqamli dunyo sohiblari"– bugungi kunda kompyuter, video o'yinlari va internetning raqamli tilida o'z ona tiliday so'zlashuvchi yoshlar sifatida qaraladi. Ta'lim sohasi vakillari bo'lmish professor-o'qituvchilarga esa *"Digital Immigrants"* – "raqamli dunyo muhojirlari" – raqamli, elektron dunyoga moslashayotgan, yangi texnologiyalarning ko'pgina qirralarini endi qabul qilayotgan kishilar sifatida baho beriladi.

Xullas, zamonaviy raqamli ta'lim avlodlari (televizor, kompyuter, planshet, ilod, tablet, fablet, smartfon va smart doskalar) kabi elektron qurilmalar orqali o'quv mashg'ulotlarini olib borishda, ma'ruza, amaliy va seminar darslarini o'tish chog'ida ulardan samarali foydalanishda pedagogika oliy ta'limi professor-o'qituvchilarining tegishli malaka va ko'nikmalarga ega bo'lishlari zarurligini davr talab etadi. Ommaviy ochiq onlayn kurslar jahon ta'lim tizimidagielektron ta'limida yetakchi mavqeiga ega bo'lib, ular sifatli ta'limdan insonning yashash joyi va uning maqomidan qat'i nazar ommaviy foydalana olish konsepsiyasiga muvofiq yuzaga keldi. Bo'lajak ingliz tili o'qitvchilarining lingvistik kompetensiyasini rivojlantirishda, kompetentli chet tili o'qituvchisini tayyorlashda mazkur kursning o'rni alohida ahamiyatga ega.

Dunyo pedagogik ta'limida ta'lim oluvchilarning axborot savodxonligini oshirish bo'yicha olimlar tomonidan salmoqli ilmiy tadqiqotlar yaratilgan. Ayniqsa, raqamli ta'lim doirasida informatika faniga daxldor Web texnologiyalar, internet texnologiyalar va Web dasturlash bo'yicha muayyan mavzularni o'qitish samaradorligini oshirish borasidagi izlanishlar e'tiborga molik.

Foydalanilgan adabiyotlar:

1. [1]O'zbekiston Respublikasi Prezidentining 2019 yil PF-5847-son "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni. http://lex.uz

2. Abduqodirova N.A. Ingliz tili darslarida media savodxonlikni shakllantirish (V2). - Pedagogika fanlari bo'yicha falsafa doktori ((PhD)) dissertatsiyasi. – Jizzax, 2021. -129 b.

3. Omonov Q. "Raqamli ta'lim: u nima va bizga nima beradi? – www.uza.uz – 2020.

CULTIVATING CRITICAL THINKING IN HIGHER EDUCATION: STRATEGIES, CHALLENGES, AND IMPERATIVES

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Abstract

This article explores the crucial need to enhance critical thinking skills in higher education, highlighting its importance in today's complex world. Critical thinking goes beyond academic knowledge. In the digital age, where information overload is rampant, higher education faces significant challenges in developing this skill. This includes the "conceptual dilemma" of defining, teaching, and assessing critical thinking. The article proposes a multifaceted approach, offering innovative teaching strategies and assessment methods to cultivate critical thinking across various disciplines. Ultimately, it aims to prepare students for professional success in a constantly changing world. By advocating for a strategic enhancement of critical thinking in higher education, this comprehensive exploration underscores its necessity for academic excellence and career readiness in the 21st century.

Key words: critical thinking, higher education, pedagogical strategies, problem-solving, assessment techniques.

Аннотация

В статье рассматривается необходимость развития навыков критического мышления в высшем образовании. Критическое мышление выходит за рамки академических знаний. В цифровую эпоху, когда информационная перегрузка является повсеместной, высшее образование сталкивается с серьезными вызовами в развитии этого навыка. Это включает в себя "концептуальную дилемму" определения, обучения и оценки критического мышления. Статья предлагает многоаспектный подход, предлагая инновационные стратегии преподавания и методы оценки для развития критического мышления. В конечном итоге она направлена на подготовку студентов к профессиональному успеху в постоянно меняющемся мире. Выступая за стратегическое улучшение критического мышления в высшем образовании, это исследование подчеркивает его необходимость для академического превосходства и готовности к карьере в 21-м веке.

Ключевые слова: критическое мышление, высшее образование, педагогические стратегии, решение проблем, методы оценки.

Introduction

As the landscape of higher education continues to undergo significant transformations, the emphasis on enhancing students' critical thinking skills has become increasingly pronounced. Today, the capacity for critical thinking transcends a mere academic advantage, evolving into a fundamental necessity for navigating the challenges of contemporary society. This evolving educational paradigm is driven by a pressing need for innovative, evidence-informed problem-solving strategies to confront and address a range of global crises. This need is echoed in the scholarly works and discussions in global forums, highlighting the critical role of critical thinking in fostering resilience and adaptability in the face of global challenges (Bloom & Watt, 2003[59]; Brüning & Mangeol, 2020[60].

The Growing Importance of Critical Thinking in the Modern Workforce

The modern job market highly values critical thinking skills, making them indispensable for graduates. Employers now seek candidates with not only technical and domain-specific knowledge but also a blend of social, behavioral, creative, and analytical skills. This trend highlights the importance of these skills in navigating the complex challenges of today's world. Critical thinking is particularly crucial for innovation, problem-solving, and adaptability - traits vital in an era of rapid technological change. The ability to analyze situations, evaluate alternatives, and make informed decisions is essential for global economic success and sustainability.

This focus on critical thinking shows that 21st-century challenges require more than specialized knowledge; they demand the ability to think critically and creatively and to collaborate with diverse individuals. Prominent global organizations and research bodies, including the OECD (2016[64]) and Vincent-Lancrin et al. (2019[62]), emphasize the importance of these skills for workforce success, highlighting their role in career growth and development. Industry and academic leaders are prioritizing cognitive agility, emotional intelligence, and thoughtful, autonomous analysis. As workplace demands evolve, critical thinking has become key to innovation, problem-solving, and adaptability, enabling individuals to thrive in a dynamic, complex international environment.

Challenges in Cultivating Critical Thinking Within Higher Education

While the importance of critical thinking skills is universally recognized within the academic community, a significant disparity persists between the demand for these capabilities and the level of proficiency students achieve. This discrepancy underscores a fundamental challenge in HE: effectively fostering an environment where this type of thinking can flourish. The contemporary digital age exacerbates this challenge, introducing a landscape rife with information overload. Students are constantly bombarded with data, making the discernment between factual information and misleading content increasingly difficult. This dilemma is further complicated by the pervasive spread of misinformation and disinformation, which muddies the waters of intellectual inquiry and sound decision-making (Ennis, 1989[66]; Renaud & Murry, 2008[67]).

The task of cultivating critical thinking is not just about enhancing students' ability to analyze and evaluate information critically but also about empowering them to navigate the complex digital ecosystem with discernment and skepticism. The academic community is at a crossroads, facing what can be termed a conceptual dilemma in its approach to critical thinking. This dilemma encompasses the challenges of defining what constitutes critical thinking, identifying the most effective methodologies for teaching these skills, and developing robust mechanisms for evaluating student progress and proficiency in this domain.

Addressing this conceptual dilemma requires a multifaceted approach that goes beyond traditional pedagogical strategies. It calls for an interdisciplinary collaboration that draws on insights from psychology, philosophy, education, and information science to create a comprehensive framework for critical thinking. This framework must articulate the specific skills and dispositions essential to critical thinking, such as logical reasoning, analytical thinking, creativity, open-mindedness, and the ability to engage in reflective thinking and self-assessment. Moreover, the cultivation of critical thinking in higher education demands an innovative rethinking of curriculum design, teaching methods, and assessment techniques. It challenges educators to integrate critical thinking across disciplines, encouraging students to apply these skills in varied academic and real-world contexts. Pedagogical strategies such as *problem-based learning, collaborative projects, simulation exercises*, and the *use of case studies* can be instrumental in this regard. These methods not only stimulate *intellectual engagement* and *curiosity* but also foster an environment where *students can practice critical thinking in authentic scenarios*, thereby bridging the gap between theoretical knowledge and practical application.

Elevating critical thinking skills within HE presents a challenging and multi-layered endeavor. It demands a collaborative push from the entire educational community to creatively revamp conventional pedagogical frameworks. Adopting an all-encompassing strategy that meticulously tackles the intricacies involved in identifying, imparting, and evaluating critical thinking will empower universities and colleges to more effectively equip students. This preparation is crucial for enabling them to confidently and adeptly maneuver through the intricate realities of today's world.

Strategic Approaches to Enhancing Critical Thinking In Higher Education

Critical thinking skills' elevation within the framework of higher education demands a strategic, comprehensive approach that encompasses all facets of the educational process, from the initial *design of the curriculum* to the *methods of delivery and assessment*. This endeavor is further complicated by the ongoing debate concerning whether critical thinking skills are domain-specific, flourishing only within particular disciplines, or if they are general capabilities that transcend specific fields of study. This discourse significantly influences how educational programs are structured, aiming to

cultivate a balance between specialized knowledge and universal critical thinking competencies (Ennis, 1989[66]; Mayer, 1999[72].

At the heart of fostering critical thinking is the identification and integration of key skills-such as *interpretation, analysis, evaluation, inference, explanation, and self-regulation* into the educational objectives. Articulating these skills as explicit learning outcomes is essential, laying the groundwork for students to develop the ability to think critically across a variety of contexts. This approach aligns with the insights of educational researchers who have underscored the importance of clear, targeted learning outcomes as a foundation for effective instruction and assessment (Elen, et al., 2019[77]

To effectively cultivate critical thinking skills, educators must implement innovative teaching strategies that actively engage students and prompt them to apply critical analysis to complex, real-world issues. These methods include:

- *Dialogue and Discussion:* Facilitating open, structured discussions that challenge students to articulate their thoughts, question assumptions, and consider diverse perspectives.

- *Problem-Based Learning (PBL):* Employing real-life problems as the foundation for learning, PBL creates an environment where students must utilize critical thinking to propose viable solutions.

- *Simulations*: Providing students with opportunities to engage in realistic scenarios that mimic real-world complexities, aiding in the development of decision-making and analytical skills.

- *Cooperative and Collaborative Learning:* Encouraging teamwork and collaboration, these approaches promote the sharing of ideas, critical evaluation of peer contributions, and the development of a collective understanding of subjects.

- *Flipped Classrooms:* Reversing the traditional learning environment, students interact with lecture materials at home and apply their knowledge through hands-on activities in the classroom, thereby enhancing their critical thinking skills.

These teaching strategies have been identified as particularly effective in fostering active learning and critical engagement with course content. They not only equip students with the tools needed for critical thinking but also prepare them to tackle challenges in their professional and personal lives (Abrami et al., 2015; Ahern et al., 2019).

Assessment of Critical Thinking Skills

In parallel, assessing critical thinking skills presents its own set of challenges, necessitating the adoption of diverse evaluation tools that can accurately measure students' ability to think critically. This includes the development of specialized rubrics, reflective journals, portfolios, and peer assessments, as well as the utilization of digital platforms that can support interactive learning and real-time feedback. Assessing critical thinking

skills within HE poses considerable challenges. This situation calls for a strategic shift towards more comprehensive, reliable, and authentic evaluation methods that can accurately measure students' critical thinking abilities across diverse contexts.

Educators must implement *structured tasks* and use *rubrics* defined by clear, measurable criteria, aiming to capture the nuanced aspects of critical thinking, such as *questioning assumptions, analyzing arguments, and applying knowledge to new situations.* Effective assessment tools should encompass a variety of techniques, including *specialized rubrics, portfolios, reflective journals, peer assessments, and group projects*, each offering unique insights into students' abilities to think analytically. The integration of digital technologies presents opportunities for enhancing the assessment of critical thinking. *Interactive simulations, virtual case studies, and online forums* can mimic real-world scenarios, providing dynamic platforms for students to engage in critical analysis and problem-solving.

To address these assessment challenges, educators need to adopt a multifaceted approach that combines traditional methods with innovative strategies, ensuring that assessments are both rigorous and reflective of students' critical thinking skills in action. By refining assessment practices, higher education can better prepare students to navigate the complexities of the modern world, echoing the recommendations of scholars like Elen et al. (2019) [77] and Vincent-Lancrin et al. (2019)[62]. This effort is crucial for aligning educational outcomes with the demands of contemporary society and the global job market.

Conclusion

The imperative to weave critical thinking skills into the fabric of higher education cannot be overstated. As we prepare students for the complexities of modern professional landscapes, higher education institutions emerge as important arenas for the cultivation of these essential abilities across diverse academic disciplines. Persuading educators about the paramount importance of critical thinking, along with presenting effective models of its integration, are critical steps toward elevating pedagogical practices. Likening the efforts to enhance professional learning to the work of "earthworms"-which enrich the soil, thereby facilitating robust growth - we highlight the profound impact of these initiatives. They not only serve to amplify teaching effectiveness but also significantly contribute to the broader educational goal of nurturing critical thinking within higher academia. Consequently, this empowers students with the vital analytical, evaluative, and creative skills indispensable for navigating and thriving amidst the complexities of the global landscape. The strategic fortification of critical thinking within the realm of higher education demands meticulous planning, the adoption of innovative teaching methodologies, and the implementation of rigorous assessment techniques. By pinpointing specific critical thinking competencies, leveraging teaching strategies that foster dynamic engagement, and systematically evaluating students' progress, educators can markedly

enhance students' capacity for analysis, evaluation, and innovation. This approach benefits students academically while also arming them with the critical skills required to excel in an increasingly intricate and ever-evolving world.

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DEVELOPMENT OF SKILLS OF ENGLISH LANGUAGE WRITTEN SPEECH BY MEANS OF INFORMATION SUPPORT

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Maqola o'rta maktab o'quvchilarining ingliz tilidagi yozma nutqini o'qitish jarayonida axborot yordamidan samarali foydalanish bo'yicha hozirgi dolzarb muammoga bag'ishlangan.

Kalit so'zlar: *onlayn platformalar, matn, chet tili, axborot resurslari.*

Резюме

Статья посвящена актуальной на сегодняшний день проблеме эффективно использованию информационного сопровождения в процессе обучения англоязычной письменной речи учащихся старших классов.

Ключевые слова: *онлайн-платформы, текст, иностранный язык, информационные ресурсы.*

Abstract

The article is devoted to the current problem of effectively using information support in the process of teaching English-language written speech to high school students.

Key words: *online platforms, text, foreign language, information resources.*

The use of information support in the educational process is an important element of modern education, allowing teachers and students to effectively master and transfer knowledge. Here are a few ways information support can be used [1:15-20]:

E-learning materials- teachers can create and use e-textbooks, presentations, video tutorials and other digital resources to teach students. This allows you to present the material more visually and interactively.

Online Resources and Platforms - there are many online resources and educational platforms such as online courses, educational applications and websites that offer additional materials and assignments for study and self-study.

Virtual Classrooms - using virtual classrooms allows teachers to organize lessons and interact with students online. This may include the use of video conferencing, chats, forums, and other means of communication.

Interactive whiteboards and devices - the use of interactive whiteboards and other devices for interactive learning allows teachers to create dynamic lessons with the possibility of instant feedback and student participation in the learning process.

Information technology for assessment - information technology can also be used to assess students' knowledge and skills, including online testing, automated task verification and analysis of academic performance data.

Individualized learning - information support allows you to personalize the educational process and adapt it to the individual needs and level of training of each student.

Multimedia Presentations - teachers can create multimedia presentations using various formats such as slides, audio and video materials, animations and interactive elements. This helps to visualize information and makes lessons more attractive and memorable for students.

Educational games and simulations - creating educational games and simulations allows teachers to attract the attention of students and enhance their participation in the learning process. Such games can be designed to consolidate educational material, develop skills and abilities, as well as to solve problematic situations.

Blogs and online diaries - a teacher or student can keep a blog or an online diary in which they share their thoughts, ideas, experiences and solutions to problems. It promotes the development of writing skills, self-expression and reflection.

Distance learning and e-courses - using information technology, it is possible to organize distance learning and provide access to e-courses. This is especially true for learning outside of a school or university classroom, as well as for online learning.

Cloud technologies for collaboration - cloud services and platforms allow students and teachers to work on educational projects, create and edit documents, share materials and share knowledge in real time.

Online resources for self-education - there are many educational resources available on the Internet, such as video tutorials, online courses, e-books and articles, blogs and forums. These resources can be used for self-education and knowledge expansion in various fields.

Interactive Learning Platforms - interactive learning platforms provide the opportunity to create interactive lessons using various multimedia elements, tests, assignments and feedback opportunities.

Mobile Learning Applications - the development and use of mobile learning applications allows students to access learning materials and assignments anytime, anywhere, which contributes to the flexibility and accessibility of education.

Social networks and educational communities - the creation of educational groups and communities on social networks allows students to share knowledge and experience, ask questions and receive feedback from other participants in the educational process.

Virtual and Augmented Reality - the use of virtual and augmented reality in education allows you to create interactive learning environments and simulations that help students better understand and memorize learning material.

Interactive educational games - the development and use of interactive educational games helps to attract the attention of students and enhance their participation in learning, as well as allows you to check the level of assimilation of the material.

Interactive online lessons and webinars - conducting interactive online lessons and webinars allows teachers to interact with students in real time, ask questions, discuss materials and conduct practical exercises.

These methods of information support in the educational process help to make learning more interesting, effective and accessible to all participants in the educational process. The use of information support in the educational process contributes to increasing the accessibility of education, improving the quality of education and preparing students for the modern information society. Modern approaches to the development of writing skills using information technology include the use of a variety of online resources, applications and tools that contribute to effective and interactive learning of written communication. Here are a few such approaches [2:86-90]:

Web-based writing learning platforms - Online platforms and courses provide a wide range of materials, lessons and assignments for developing writing skills in different languages. They usually include exercises for writing essays, essays, letters, articles and other text formats.

Mobile applications for learning writing - there are many mobile applications designed to train written communication. They may include tasks for the correct formatting of the text, correction of errors, writing texts on certain topics and other tasks.

Interactive online lessons and webinars - many educational platforms offer interactive lessons and webinars where students can communicate with teachers and other students, discuss topics, receive feedback on their texts and improve their writing skills.

Electronic resources for self-study - electronic textbooks, online magazines, blogs and other resources provide educational material on various aspects of writing, as well as examples of good texts and tips for writing them.

Text Correction and Analysis applications - there are applications and services that help students check and correct their texts for grammatical and stylistic errors, as well as provide statistics and analytics on the quality of their written work.

Using Social Media and Online Communities - students can use social media and online communities to practice writing by posting their texts, receiving feedback from other users, discussing topics and making comments on the texts of other participants.

Here are some more approaches to developing writing skills using information technology [3:15-20]:

Feedback Platforms - there are online platforms and applications that specialize in providing feedback on written work. Students can upload their texts to these platforms,

where experienced teachers or native speakers provide detailed comments and advice on improving the structure, grammar, style and content of the text.

Virtual Writing Studios - some online platforms offer virtual writing studios where students can work in groups on shared projects or assignments. This creates an opportunity for collective discussion and joint work on texts.

Interactive Exercises and Games - many online resources offer interactive exercises and games specifically designed to develop writing skills. These exercises may include tasks for filling in gaps, making sentences, paraphrasing texts, etc.

Podcasts and Audio Resources - using podcasts and audio resources can help students improve their writing skills through listening, analyzing, and creating audio materials. Students can write podcast reviews, create audio recordings of their own texts, or run audio blogs.

Interactive Text Editors - modern text editors and online platforms offer a wide range of tools for creating and editing texts. They may include spell and grammar checking functions, automatic formatting, the ability to add media content, and more.

Using artificial intelligence - some applications and platforms use artificial intelligence technologies to analyze texts and provide personalized recommendations for their improvement. This may include suggestions for replacing words, correcting grammatical errors, or improving writing style.

Virtual Educational games - creating and using virtual games aimed at developing writing skills helps to attract the attention of students and make the learning process more exciting and interesting. Such games may include tasks for composing words and sentences, spelling, grammar, etc.

Online automatic text verification programs - there are online services that provide the ability to quickly and effectively check text for spelling, grammatical and stylistic errors. This allows students to independently check their work before submitting and correct the errors found.

Support for personal blogs and websites - creating and maintaining personal blogs or websites allows students to practice writing and publishing texts on various topics on a regular basis. This helps to develop creativity, self-expression and improve writing skills. Today, writing is becoming increasingly important in teaching a foreign language, given its practical importance in the light of modern means of communication such as e-mail and the Internet. Computer technology provides many opportunities for the development of writing skills, enriching the learning process and providing effective learning.

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FORMATION OF ARTICULATION SKILLS IN PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS

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Xulosa

Maqola boshlang'ich maktab o'quvchilarining ingliz tili darslarida artikulyatsiya ko'nikmalarini rivojlantirishning dolzarb muammolariga bag'ishlangan. Boshlang'ich sinf o'quvchilarining psixologik va pedagogik xususiyatlari, shuningdek, kichik sinflar uchun ingliz tilida artikulyatsiya ko'nikmalarini rivojlantirish metodikasi ko'rib chiqiladi.

Kalit so'zlar: artikulyatsiya, fon ko'nikmalari, o'rganish, chet tili.

Резюме

Статья посвящена актуальной на сегодняшний день проблеме формирования артикуляционных навыков у младших школьников на уроках английского языка. Рассмотрены психолого-педагогическая характеристика учащихся младших классов, а также методика формирования артикуляционных навыков на английском языке для младших классов.

Ключевые слова: артикуляция, фонетические навыки, обучение, иностранный язык.

Abstract

The article is devoted to the current problems of articulation skills among primary schoolchildren in English lessons. The psychological and pedagogical characteristics of primary school students are considered, as well as the methodology for developing articulation skills in English for junior classes.

The method of developing articulation skills in English in primary schoolchildren based on song visualization may have theoretical justification in several areas of psychology and education. Here are a few concepts that may be useful in developing such a technique. Multisensory Learning Theory. According to this theory, learning is more effective when it involves multiple sensory channels. Songs typically combine music, lyrics and sometimes movement, making them a powerful learning tool. This approach justifies the use of songs as a basis for developing articulation skills. Language Teaching Theory. This theory emphasizes the communicative approach to language teaching, where the goal is to develop students' communication skills. Songs provide context for language use in real-life situations and can improve memory and understanding of word pronunciation.

Language Development Theory

This theory studies how speech develops and improves in children. The rationale for using songs to develop articulation skills may be that musical rhythm and melody can help children better control their articulation and intonation. Music and Art Teaching Methodology. This approach to teaching emphasizes creative and artistic expression. Using songs allows children to express their thoughts and feelings through music and words, which can help develop their articulation skills. These theories can serve as a theoretical basis for the methodology of developing articulation skills through song visualization in English among primary schoolchildren. It is also important to take into account the individual characteristics of children and adapt the methodology to their needs and level of language proficiency [1:523].

Sociocultural Approach

This approach emphasizes the importance of context and cultural environment in language learning. Songs can be an excellent way to introduce English-speaking cultures to traditions, customs and history, which can motivate students and help them better understand and remember words and phrases. Interactive learning and gaming methods. An important element of the methodology can be the use of interactive methods and games for learning. Song-based games can make learning more fun and effective because children actively participate in the process and enjoy learning. Cognitive and neuroplastic aspects of learning: Contemporary research in cognitive psychology and neuroscience confirms that music and singing can stimulate various parts of the brain, including those responsible for language skills and articulation. The use of song lyrics and melodies in teaching methods can contribute to deeper learning and the development of articulation skills [2:336].

Individualization of learning

Each student is unique, and the methodology must be adapted to the individual needs and learning styles of each child. Providing a variety of tasks and opportunities for self-expression within the framework of the methodology will allow each student to develop in accordance with his individual abilities. Audiovisual perception. Multimodality in language learning, especially at early stages, can be extremely beneficial. Using audio and video materials along with song lyrics allows students to not only hear the words, but also see their spelling and visualize the context for themselves, which promotes deeper understanding and retention of the material [3:132].

Emotional appeal

Songs often evoke emotional responses in children, which can greatly improve their motivation and engagement in learning. Using music and lyrics that evoke positive emotions in students can encourage active participation and strengthen articulation skills. Contextualization Principle. Establishing new words and phrases in the context of songs allows students to see them used in practice, making them easier to understand and remember. Contextualization also promotes awareness of vocabulary and grammar. Social Interaction. The use of songs and musical activities can encourage collaboration and interaction among students. Group work on songs can help develop communication skills and confidence in using language. These aspects complement previous theories and approaches, providing a more complete theoretical justification for the methodology of developing articulation skills through song visualization in primary schoolchildren in English [4:222].

The use of auditory visual aids, such as songs, in the process of developing articulation skills when teaching a foreign language to primary school students, activates a number of psychological and physiological processes that contribute to more effective learning of the material. Activation of the auditory centers of the brain. Auditory visualization, such as singing songs, stimulates the auditory centers of the brain. This promotes better perception and understanding of the sound of words and phrases in a foreign language, which, in turn, improves articulation and pronunciation. Developing Musical Skills. Singing songs involves various aspects of musical perception such as melody, rhythm and intonation. This helps develop musical skills and helps children gain better control of their voice and articulation [5:255].

Cognitive activation

Singing songs requires the simultaneous use of multiple cognitive processes such as attention, memory and concentration. This contributes to a deeper assimilation of language material and the formation of articulation skills. Motor Coordination. Effective song singing requires good motor coordination between the vocal cords, breathing, and articulatory organs. This may help improve control over articulation and pronunciation of words. Emotional Engagement. Singing songs usually evokes positive emotions in

children and creates a pleasant classroom environment. This can increase students' motivation to learn a foreign language and improve their learning of the material.

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COMPETENCY-BASED ENGLISH LANGUAGE TEACHING

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Til aniq vazifalar va maqsadlarga erishmoqchi bo'lgan odamlar o'rtasidagi o'zaro ta'sir va aloqa vositasi sifatida qaraladi. Kompetentsiyaga asoslangan ta'lim o'quv maqsadlari yoki o'quv natijalariga qaratilgan. Ushbu maqola kompetentsiyaga asoslangan tilni o'qitishni tilni u ishlatilgan ijtimoiy sharoitda o'rganish sifatida ko'rib chiqadi.

Kalit so'zlar: kompetentsiya, asosiy kompetentsiyalar, shakllanish, kommunikativ kompetentsiyalar, ta'lim, o'quv jarayoni.

Резюме

Язык рассматривается как среда взаимодействия и общения между людьми, которые хотят достичь конкретных задач и целей. В сфере образования, основанного на компетентности, основное внимание уделяется задачам или результатам обучения. В данной статье рассматривается преподавание языков на основе компетенций, как изучение языка в социальном контексте, в котором оно используется.

Abstract

Language is viewed as a medium of interaction and communication between people who want to achieve specific tasks and goals. Competence-based education focuses on learning objectives or learning outcomes. This article examines competency-based language teaching as learning a language in the social context in which it is used.

Key words: *competence, key competencies, formation, communicative competencies, education, educational process.*

Competency-based language teaching focuses on what "students should do with the language." This approach emerged in the United States in the 1970s and can be characterized as "defining educational goals in terms of precise, measurable descriptions of the knowledge, skills and behaviors that students should have at the end of a course of study" [1:21].

"Competency-based language teaching is the application of the principles of competency-based learning to language teaching." Competency-based education focuses on learning objectives or outcomes.

The main objective of competency-based language teaching is "a functional and interactional view of the nature of language, which means that language learning must always be related to the social context in which it is used. Language is therefore seen as a medium of interaction and communication between people who want to achieve specific tasks and goals. This applies especially to situations in which the learner must perform a specific role with language skills that can be predicted or determined for the relevant context. In this regard, competency-based language teaching shares the Achionist view of. that "certain life encounters require certain kinds of language." Another key aspect of both language and learning theory is the so-called "mosaic approach to language learning", which assumes that language can be divided into appropriate parts and sub-parts of communicative competence. is constructed from these subcategories taken together in the correct order. All these aspects together show that competency-based language teaching is similar in some respects to communicative language teaching.

The curriculum for a competency-based framework is clearly different from the traditional approach to curriculum development. Rather than choosing a topic or area of knowledge that can be taught (for example, British history, American literature, or poetry) and then selecting "the concepts, knowledge, and skills that make up that area of knowledge," competency-based language teaching "is not designed around the concept of subject knowledge, and around the concept of competence." Thus, the focus is on how students can use the language rather than on their knowledge of the language. Schenk notes that the teacher provides a list of competencies that the course will address, and these are "usually required of students in life-situation roles" [2:11-15].

The fact that competency-based language teaching is an outcome-based approach also influences the curriculum, especially the type of assessment that is used. Unlike "norm-based assessment" which is used in many other instructional approaches and methods, "criterion-based assessment" is essential for competency-based language teaching. Students must perform specific language skills that they have already learned during the course. Validated competencies "consist of a description of the essential skills, knowledge, attitudes, and behaviors required to effectively perform a real-world task or activity." These performance criteria form the basis for evaluation.

The learning activities used in competency-based language teaching can be characterized as systematically designed activities to achieve a specific competency. These activities are real-life tasks that can be associated with any area of life, but especially with survival-oriented and work-oriented situations in new environments. Typical areas for which such competency-based activities have been developed are, for example, the job application, interview or work schedule. All these areas can be characterized as a set of competency units that consist of specific knowledge, thinking processes, attitudes, perceptions and physical skills.

According to Auerbach, there are eight key features that are necessary for competency-based language teaching:

1. Focus on the successful functioning of society, which means that language is taught to prepare students for the various demands of the world.

2. Focusing on life skills to determine that language is always taught as a means of communication in specific tasks that require specific language forms/skills.

3. Task- or performance-oriented orientation. The focus is on what students can do with language and certain behaviors instead of knowing the language.

4. Modular instruction emphasizes that the competencies taught must be systematically broken down into manageable chunks so that both teacher and students can process the content and recognize their progress.

5. Results that are made explicit a priori. The results are social knowledge, known and agreed upon by both student and teacher. This way, students clearly know what behavior and skills are expected of them.

6. Continuous and ongoing assessment, which means that students are tested before starting a course to determine what skills they are lacking, and after they have received instruction in that skill, they are tested again to find out whether they have achieved are they the required skills or not.

7. Demonstrated mastery of task performance. Assessment is based on student performance on specific behaviors instead of traditional paper and pencil tests.

8. Personalized, student-centered learning. The instructions given by the teacher are not time based, but the focus is on the progress of individual students at their own pace. Therefore, the teacher must focus on each individual student to support them in the areas in which they lack competence [3:411-415].

The teacher's role in a competency-based framework is not defined in specific terms. The teacher must provide positive and constructive feedback to help students improve their skills. She/he must be aware of the needs of the students so that everyone is welcome in the classroom. The different competencies taught in the classroom require specific instruction for different learning activities. Thus, the teacher must give clear orders and explanations to ensure that each student understands the problem they are about to solve. But the teacher does not push the students because the instructions are not time based; instead, the student's progress is most important. Another task of the teacher in competency-based language teaching is to select learning activities and design the curriculum according to the competencies the students are about to acquire.

The learner's role in a competency-based framework is to decide whether the competencies are useful and relevant to him/her. This demonstrates that the student plays an active role in the classroom, which is emphasized by the fact that students are required to perform skills and abilities. Students' learning competencies will be clearly defined and present in public places, so that "the learner knows exactly what is to be learned" and for what purposes he/she is to use the competencies. Because of this, it is critical that each competency is mastered one at a time because this ensures that students know what they have learned so far and what the next steps will look like. Additionally, students must remain in the actual program until they improve. Once they have mastered their skills, they move on to a more experienced group of students. The main goal of a learner in competency-based language teaching is to be able to adapt and transfer knowledge from one setting to another [4:56].

The materials that the teacher selects are mainly example texts and assessment tasks that provide examples of texts and assessment tasks that are within the competence. These materials are used to provide students with the essential skills, knowledge, attitudes, and behaviors needed to effectively perform a real-world task or activity. These tasks should improve a wide variety of competencies. On the one hand, knowledge and competencies in the field of learning, as well as oral competencies, are considered. On the other hand, the materials include tasks to improve reading and writing competencies.

At the beginning of a competency-based course, students must complete an initial assessment in which the teacher determines the individual student's current proficiency level. Students are then grouped based on their current level of English proficiency, their pace of learning, their needs, and their social goals for learning English. In addition, the course, based on competency-based language teaching, is divided into three stages that students must complete in order to successfully complete the course. In Stages 1 and 2, students deal with twelve competencies that are related to overall language development. In Stage 3, students are grouped based on their learning objectives and competencies are determined according to the three learning strands of Further Study, Professional English and Community Access [5:94].

There are both critics and supporters of competency-based language teaching. Some researchers believe that it is very difficult to develop lists of competencies for each

specific situation. This is due primarily to the fact that many areas in which people need certain competencies cannot be used. Other researchers argue that describing activities in terms of a set of different competencies is not enough to cope with the complexity of activities as a whole. But on the other hand, competency-based language teaching is gaining popularity all over the world. Through clearly defined outcomes and continuous feedback in competency-based language teaching, it is argued that the quality of assessment as well as student learning and teaching is improved. These improvements can be seen at all levels of education, from primary school to university and from academic studies to vocational training.

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THE DEVELOPMENT OF INTERCULTURAL SKILLS AMONG STUDENTS USING AUTHENTIC VIDEO MATERIALS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Xulosa

Maqolada umumta'lim maktabining o'quv jarayoniga madaniyatlararo yondashuvni joriy etish muammosi ko'rib chiqiladi. Talabalarda madaniyatlararo kommunikativ kompetentsiyani rivojlantirishga qaratilgan ingliz tilini o'rganishga madaniyatlararo yondashuvni rivojlantirish jihatlari muhokama qilinadi.

Kalit so'zlar: ta'lim madaniyatlararo yondashuv, madaniyatlararo kommunikativ kompetentsiya, ingliz tili, madaniyat

Резюме

В статье исследуется проблема внедрения межкультурного подхода в учебный процесс общеобразовательной школы. Обсуждаются аспекты развития межкультурного подхода в изучении английского языка, направленные на формирование у учащихся межкультурной коммуникативной компетенции.

Ключевые слова: *образование межкультурный подход, межкультурная коммуникативная компетенция, английский язык, культура.*

Abstract

The article examines the problem of introducing an intercultural approach into the educational process of a secondary school. The aspects of the development of an intercultural approach to learning English aimed at the formation of intercultural communicative competence among students are discussed..

Key words: *education intercultural approach, intercultural communicative competence, English, culture.*

In the modern world, intercultural competence is becoming a key skill. The aim of the training should be "to achieve such a quality of a linguistic personality that will allow it to go beyond its native culture without losing its own cultural identity"[1:245].That is why intercultural communicative competence acts as a factor in the formation of universal personality qualities necessary for life in the modern multicultural world, which is reflected in such qualities as cognitive and communicative flexibility, heuristic thinking, understanding the patterns of human communication, the ability to work with information, personal enrichment through other cultures [2:34].

It is especially important to develop this skill among secondary school students, since this is the age when basic ideas about the world and other cultures are being formed. One of the effective ways to achieve this goal is to use authentic video materials when teaching a foreign language. In order to effectively learn a foreign language and be fluent in it, you undoubtedly need to have an idea about the peculiarities of the mentality of native speakers of a foreign language. This, in turn, necessitates the formation of intercultural competence among students. Intercultural communicative competence contributes to the formation of universal personal qualities necessary for adaptation in a modern multinational society.

In our opinion, the most complete description of the component composition of communicative competence was given by Jean-Paul Martin, Professor of Linguistics "Intercultural competence in learning a foreign language plays a key role in the formation of openness and tolerance to different cultures, which is important for successful international communication", S.G.Ter-Minasova, a well-known Russian linguist and cultural critic, in his works He actively touches on the topic of intercultural communication. Her research highlights the following key points [3:260]:

Culturological approach

Ter-Minasova emphasizes the need to take into account cultural characteristics in the analysis of communicative processes. She suggests considering language and

communication as part of a cultural system where cultural codes and norms influence the perception and interpretation of messages.

She highlights the concept of intercultural competence as a person's ability to effectively interact with representatives of other cultures. She believes that for successful intercultural communication, it is necessary not only to know the language, but also to understand cultural characteristics and ways of perceiving them. In her works, Ter-Minasova analyzes various methods and strategies that help overcome cultural barriers and create successful communication situations between representatives of different cultures.

In her writings, she also draws attention to the importance of intercultural education in the modern world, emphasizes the need to include courses on intercultural communication in educational programs to develop appropriate skills and competencies among students.

In general, Ter-Minasova's works contribute to a deep understanding of intercultural communication as an important aspect of modern society and education, as well as the development of practical recommendations for successful interaction between representatives of different cultures.

These statements emphasize the importance of intercultural competence in learning a foreign language and its impact on the social and personal development of students.

Authentic video materials are video recordings of real situations from the lives of native speakers, which, compared to printed and sounding texts, have greater potential. They can be videos from films, news broadcasts, interviews, reports, etc. Authentic video materials clearly demonstrate the process of intercultural communication and provide unlimited opportunities for analyzing cultural realities and behavioral characteristics of people in various situations of interpersonal communication.

In addition, the use of authentic video materials in English lessons increases the cognitive activity of students, increases their motivation to learn English and culture, and stimulates independent work on the language. Their use in teaching a foreign language in secondary school has several advantages:

Cultural immersion

Authentic video materials provide an opportunity for students to immerse themselves in the atmosphere of real life of native speakers, get acquainted with their customs, traditions and cultural characteristics.

Listening skills development

Listening and understanding the language in real contexts contributes to the development of students' listening skills, which is crucial for successful communication in a foreign language.

Improving linguistic competence: Videos contain a variety of vocabulary, grammar and expressions, which helps to expand the vocabulary and improve the grammatical skills of students.

Stimulating interest

The use of real videos can be more attractive and motivating for students than traditional educational materials, which contributes to their active participation and involvement in the learning process.

In order to effectively use authentic video materials in the formation of intercultural competence, it is important to adhere to certain principles:

Level Adjustment

Choose a video that is suitable for your students in terms of difficulty.

Discussion: After watching the video, discuss it with the students: what it is about, what cultural moments and new words they saw. This will help them better understand the material and express their opinion.

Integration: Use videos together with textbooks, grammar exercises and other educational materials for effective learning.

The use of authentic video materials not only enriches the language skills of students, but also provides an opportunity to immerse themselves in the cultural environment of the country whose language is being studied. This is important for the formation of a tolerant and open attitude towards other cultures. Students can see what everyday situations in the lives of native speakers look like: how they communicate, what traditions exist, what values are recognized. This helps to realize that the world is diverse and interesting.

Students with this skill will communicate more confidently and competently with native speakers, understand their mentality and communication features. This opens up additional opportunities for them in the field of education, career and personal life. Intercultural communication skills help them not only improve their language skills, but also to better understand and appreciate cultural differences. This approach prepares students for successful international communication and opens up new opportunities for them in the global world.

The integration of authentic video materials into the learning process makes it possible to create a variety of lessons that will meet the needs of different types of students. Teachers can use videos as a basis for various types of activities, such as discussion, role-playing, analyzing cultural differences and comparing their own culture with the culture of the country whose language is being studied.

The use of authentic video materials in the educational process also stimulates active learning. Students actively participate in the discussion of the watched videos, ask questions, express their thoughts and opinions, which contributes to a deeper assimilation of the material. Such videos can be a starting point for project activities or even the creation of students' own videos in a foreign language. With the help of authentic video materials, you can prepare for the successful completion of international language exams such as DELE, DALF, TOEFL, IELTS and many others. These skills will be useful in their future academic and professional life, where communication with people from different cultures and countries is required.

The use of authentic video materials also allows students to interact with modern technologies and various multimedia formats. This helps them develop computer skills,

the Internet, multimedia equipment and software, which is an important aspect in modern education.

After analyzing the psychological and pedagogical characteristics of students, we came to the conclusion that the use of original content in videos and tasks contributes to the formation and development of students' behavioral skills. With the help of these teaching methods, students improve their abilities to analyze and reflect on social problems, as well as acquire skills to independently solve emerging problems.

In the process of studying the methodology of working with video materials, we found that the process of forming intercultural competence by students is effective when introducing a specially developed set of exercises into the process of teaching English using a selected number of authentic video materials.

In the course of our research, we found that the use of a special program with original videos contributes to the expansion of students' intercultural competence.

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THE USE OF GAMES IN FOREIGN LANGUAGE TEACHING:

FROM TRADITIONAL TO DIGITAL

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Annotatsuya

Maqolada chet tilini o'qitish jarayonida o'yin texnologiyalaridan foydalanishning afzalliklari ko'rib chiqiladi. Samaradorlik nuqtai nazaridan texnologiyani o'qitishning turli bosqichlarida qo'llash algoritmi tahlil qilinadi, o'yin faoliyatining tuzilishi ajralib turadi.

Kalit so'zlar: *o'yin faoliyatining tuzilishi, o'qitish, chet tili, texnologiyalar.*

Резюме

В статье рассматриваются преимущества использования игровых технологий в процессе обучения иностранному языку. С точки зрения эффективности проводится анализ алгоритма применения технологии на разных этапах обучения, выделяется структура игровой деятельности.

Ключевые слова: *структура игровой деятельности, обучение, иностранный язык, технологии.*

Abstract

The article discusses the advantages of using gaming technologies in the process of learning a foreign language. From the point of view of efficiency, the analysis of the algorithm of technology application at different stages of learning is carried out, the structure of gaming activity is highlighted.

Keywords: *structure of gaming activity, learning, foreign language, technology.*

Modern trends in education indicate a transition from the traditional approach in teaching, focused on the activities of the teacher and the educational content, to a personality-oriented approach, where the focus is on the cognitive activity of students. In the traditional system of education, students' activities are reduced only to the assimilation of educational material, which contributes to a significant weakening of motivation due to the lack of understanding of the connection between theory and practice. The distinctive features of active teaching methods are to stimulate the cognitive activity of students, developing interest in the material being studied and finding the necessary information that can be immediately tested in practice. Interactive learning is a dialog learning, during which the teacher and the student actively interact.

With this form of education, each of the students is a full-fledged participant in the educational process, where he is involved in mental and behavioral activity. Interactive learning methods include business play, dramatization and theatricalization, synectics, inversion, brainstorming (attack), the method of focal objects, the method of group discussion, the method of heuristic questions, the method of morphological analysis, game design, simulation training, psychotechnical games and trainings, organizational and business games) organizational-mental games, etc. So, it is worth noting that the basis of active learning is game technologists.

A pedagogical game is a type of activity characterized by a clearly defined learning goal and the corresponding pedagogical result, educational and cognitive orientation. Such fields of knowledge as philosophy, cultural studies, psychology, and pedagogy actively studied the game as a special phenomenon and stage of human life, as well as the method of teaching. In Russian pedagogy, the beginning of a special interest in the educational

game is noted in the 90s of the twentieth century. This phenomenon is observed at the present stage of the development of science [1: 124].

In a modern school, in the course of learning a foreign language, game technologies are used: – as an independent technology in mastering material, information; – as a component of another pedagogical technology (for example, project technology); – as a form of a lesson or part of it; – as a technology of extracurricular work. Positive learning outcomes with the use of gaming technologies are possible due to the high activity of students caused by the steady need for mental and behavioral operations aimed at solving gaming problems, as well as the presence of prompt and effective feedback aimed at correcting ineffective or incorrect decisions [2:55].

The quality of mastering new material is also due to the emotional involvement of students in the game, the opportunity to test the acquired experience in practice and analyze the results of their own efforts. The study of this issue also allowed the researchers to conclude that the situations of game interaction are stored in the memory of its participants for a longer period. In a modern school, one of the main tasks of using game technologies in learning a foreign language should be a conceptual explanation of the proposed content. Using the game in the educational process, a foreign language teacher forms and develops students' skills and abilities to find the necessary information, change it and process it, plan further actions and solutions based on it, both in template and non-standard communicative situations.

Game technologies in teaching a foreign language perform the following functions: – cognitive — to arouse sustained interest in new information, new culture and language); – educational — development of cognitive processes, formation and development of basic skills and abilities); – educational — education of tolerance, development of empathy; – motivational — creation of a favorable atmosphere in the classroom, relieving emotional stress caused by intensive learning of a foreign language; – communicative — mastering communication skills in a foreign language; – diagnostic — determination of compliance or non–compliance with the normative level of knowledge, competencies; — correctional – timely correction of deviations from the normative level of knowledge, competencies; – the function of assimilation of common intercultural social values; — the function of socialization - involvement in the system of public relations, immersion in the foreign language environment and culture of the country of the studied language.

By the nature of the pedagogical process, the following groups of games are distinguished: – educational, training, controlling and generalizing; – cognitive, educational, developing; – reproductive, productive, creative; – communicative, diagnostic, career guidance, psychotechnical [3:147]. The typology of pedagogical games by the nature of the game methodology is quite extensive. We will note only the most common in pedagogical practice: subject, plot, role-playing, business, imitation and game dramatizations. Based on the subject area, games in all academic disciplines are

distinguished. Let's consider the stages of implementing a role—playing game in the process of learning a foreign language: stage 1 — preparatory - determining the goals and objectives of the game activity relevant to students, a scenario implementation plan, preparation of the necessary additional material (audio, video support, handouts, computer support, etc.).

Depending on the level of students' proficiency in a foreign language, this stage can be implemented both by the teacher and with the participation of students. At the same time, the level of students' proficiency in oral and written speech skills and knowledge about the cultural characteristics of the country of the language being studied should be sufficient to solve this communicative task.

The main requirement for the tasks set is that they should encourage students to apply existing knowledge and search for new ones. Stage 2 — explanation — the teacher introduces the students to the game situation, the main goal of the game and its relation to the topic of the lesson are indicated, the rules of the game, taking into account the psychological characteristics of the students and their language training, the roles are distributed [4:58]. If necessary, students can contact the teacher with additional questions for clarification.

It is important that each of the participants of the game seriously and responsibly approach the performance of their role, since in many respects the thoughtfulness and naturalness of their speech in a foreign language will depend on this. Stage 3 — implementation of the game — playing the game situation. The teacher's participation in the game depends on the level of language training of the group: in groups with a low level, the teacher provides full or partial guidance of the game; in groups with a high level of foreign language proficiency, the teacher only directs students in case of difficulties.

During the game, the teacher observes that the psychological climate in the group is friendly, creative, conducive to activity and initiative in the communication of each participant. Stage 4 — reflection — based on the results of the game, the results are analyzed, achievements and failures are noted, the level of students' proficiency in language skills is formulated, a conclusion is formulated. It should be noted that the use of gaming technologies in teaching a foreign language contributes to the development of students' motivation. The game creates an educational and cognitive situation in which students, as participants in the game, feel the need to acquire knowledge, in a certain theoretical preparation, since in the game this knowledge is directly applied, thereby revealing their value [5:216].

Through game technologies, students learn the skills of lexical and phraseological combinations of words in direct speech communication, repeatedly practice grammatical constructions. Gaming technologies arouse a deep interest of students in the norms and values of a different culture and language. The criteria for evaluating the implementation of game technology in the process of teaching a foreign language are an understanding of

the culture of the country of the language being studied, an understanding of the similarities and differences between the native culture and the cultures of the peoples of other countries, and the level of foreign language proficiency itself. It is worth noting that, despite all the advantages of these technologies, they cannot be the only source of systematic knowledge and should be used in the educational process in a system with other methods, technologies and forms of training organization.

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IMPLEMENTATION OF INCLUSIVE EDUCATION IN A FOREIGN LANGUAGE LESSON

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Annotatsiya

Ushbu maqolada chet tili darslarida inklyuziv yondashuvni amalga oshirish muammosi ko'rib chiqiladi. Inklyuziv ta'limning zamonaviy nazariyalari va amaliyotlarini tahlil qilish, shuningdek, pedagogik tadqiqotlar natijalariga asoslanib, mualliflar turli o'quvchilarning ehtiyojlarini hisobga olgan holda chet tilini o'qitish usullarini moslashtirish imkoniyatlarini o'rganadilar. Ta'limni farqlash strategiyalari, turli xil o'quv materiallari va texnologiyalaridan foydalanish va sinfda inklyuziv muhit yaratishning ahamiyati muhokama qilinadi.

Kalit so'zlar: inklyuziv ta'lim, chet tili, ta'limni farqlash, o'quv materiallari, ijtimoiy-emotsional ko'nikmalar.

Резюме

В данной статье рассматривается проблема реализации инклюзивного подхода на уроках иностранного языка. Основываясь на анализе современных

теорий и практик инклюзивного образования, а также на результаты педагогических исследований, авторы исследуют возможности адаптации методов обучения иностранному языку с учетом потребностей разнообразных учащихся. Обсуждаются стратегии дифференциации обучения, использование разнообразных учебных материалов и технологий, а также важность создания инклюзивной атмосферы в классе.

Ключевые слова: инклюзивное образование, иностранный язык, дифференциация обучения, учебные материалы, социально-эмоциональные навыки.

Abstract

This article discusses the problem of implementing an inclusive approach in foreign language lessons. Based on the analysis of modern theories and practices of inclusive education, as well as on the results of pedagogical research, the authors explore the possibilities of adapting foreign language teaching methods to meet the needs of diverse students. Strategies for differentiating learning, the use of a variety of learning materials and technologies, and the importance of creating an inclusive classroom environment are discussed.

Keywords: inclusive education, foreign language, differentiation of learning, educational materials, socio-emotional skills.

Inclusive education has become a priority for modern teaching practice. This approach aims to create an environment in which all students can access education and achieve success regardless of their individual characteristics, abilities and needs. However, the implementation of inclusive education in practice, especially in foreign language lessons, presents certain challenges and requires special strategies and approaches.

Foreign language lessons are an important part of the educational process, where students not only learn a new language, but also develop communication skills, cultural understanding and intercultural competence. However, for students with different needs, such as children with disabilities or children from migrant families, foreign language lessons can be a challenge due to differences in language abilities, training levels and socio-cultural context.

The purpose of this article is to explore the possibilities of implementing inclusive education in foreign language lessons. We strive to consider various strategies and approaches to adapt foreign language lessons to the needs of diverse students, as well as identify factors contributing to the creation of an inclusive classroom environment.

One of the key methods of implementing inclusive education is the differentiation of learning. This approach allows the teacher to adapt materials, methods and assignments in accordance with the individual needs and abilities of each student [1:36]. For example, given the differences in language level, you can offer different levels of complexity of tasks or additional materials for individual work.

Differentiation of learning is a strategy aimed at adapting the learning process to the individual needs and abilities of each student. In a foreign language lesson, this may mean offering different levels of complexity of tasks, using additional materials for individual work, or adapting teaching methods depending on the level of training and language abilities of students.

Example: As part of the English lesson, the teacher can offer tasks of varying difficulty in grammar or vocabulary, depending on the level of language training of each student. Additional exercises for independent work or individual consultations for students who need additional support may also be offered.

It is also important to use a variety of learning materials and technologies to support students with different needs. Multimedia resources, interactive applications, and audio and video materials can help make the lesson more accessible and fun for all students [2:241].

The use of a variety of educational materials and technologies helps to make the lesson more accessible and interesting for all students, regardless of their individual characteristics. Multimedia resources, interactive applications, audio and video materials can become effective tools for teaching a foreign language, especially for visually or audibly oriented students.

Example: A teacher can use interactive games or applications to learn vocabulary or pronunciation, as well as offer audio and video materials to train listening comprehension skills.

In addition, creating an inclusive atmosphere in the classroom plays a key role. The teacher needs to stimulate interaction and cooperation between students, create conditions for mutual understanding and mutual support.

Creating an inclusive classroom environment plays a key role in ensuring the success of all students. This includes encouraging interaction and collaboration between students, supporting mutual understanding and mutual assistance, and respecting the differences and individual needs of each student.

Example: A teacher can organize group or pair assignments, including students with different levels of language training, so that they can interact and learn from each other. It is also important to create an atmosphere in the classroom where each student feels accepted and respected, regardless of their individual characteristics.

These methods and approaches help to make foreign language lessons more accessible and effective for all students, including those with special educational needs. The implementation of these strategies requires careful planning and flexibility on the part of the teacher, but can bring significant results in the learning and development of all students.

The implementation of inclusive education in foreign language lessons requires an integrated approach and attention to the individual needs of each student. Differentiating

learning, using a variety of learning materials, and creating a supportive classroom environment are the main strategies to help achieve this goal. The results of such practice can be useful for improving the quality of education and improving the learning environment for all students [3:59].

Practical methods of implementing inclusive education in a foreign language lesson:

Individualization of tasks: Given the variety of levels of language training of students, the teacher can offer tasks of varying complexity. For students with an advanced level of knowledge, tasks for a deeper understanding of language structures or text analysis can be offered, while for students with an initial level of knowledge, simpler tasks for mastering basic skills should be provided.

Grouping students: Forming groups of students with different levels of language training can be an effective method of support in the learning process. In such groups, experienced students can help their less experienced comrades by sharing knowledge and experience.

Using a variety of learning materials: To ensure that education is accessible to all students, a variety of learning materials should be used that can meet different learning needs and styles. These can be texts of various subjects, audio and video materials, interactive applications and games.

Interactive learning methods: Involving students in active interactive exercises and games contributes not only to learning, but also to the development of social skills. Such teaching methods encourage collaboration, communication and interaction between students.

The importance of learning social and emotional skills:

In addition to language learning, students with different needs need to develop social and emotional skills, which are important for successful adaptation in the educational environment and society as a whole. Teaching empathy, mutual understanding, the ability to resolve conflicts and cooperate with other people plays a key role in creating a positive and inclusive educational environment.

The results of this study provide valuable practical recommendations for teachers working with diverse classes and striving to create an inclusive educational environment in foreign language lessons. Understanding the importance of individualizing learning, using a variety of teaching methods and developing socio-emotional skills can help create the conditions for successful learning and development of each student.

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METHODOLOGY OF FORMATION OF FOREIGN LANGUAGE PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF STUDENTS BASED ON THE USE OF INTERDISCIPLINARY ROJECTS AND INTERNET TECHNOLOGIES.

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Annotatsiya

Maqola talabalarning chet tilidagi kasbiy va kommunikativ kompetentsiyasini shakllantirish metodologiyasiga bag'ishlangan. Kelajakdagi chet tili o'qituvchisining chet tilidagi kasbiy kommunikativ kompetentsiyasini shakllantirishning o'ziga xos xususiyatlari postklassik ilmiy paradigma mantig'ida zamonaviy oliy ta'lim asoslarining polip-mosligi kontseptsiyasi kontekstida tasvirlangan.

Kalit so'zlar: metodologiya, o'qitish, chet tili, texnologiya.

Резюме

Статья посвящена методике формирования иноязычной профессиональной и коммуникативной компетентности студентов. Описаны особенности формирования иноязычной профессиональной коммуникативной компетенции будущего учителя иностранного языка в контексте концепции полиподходности основания современного высшего образования в логике постнеклассической научной парадигмы.

Ключевые слова: методика, обучение, иностранный язык, технологии.

Abstract

The article is devoted to the methodology of formation of foreign language professional and communicative competence of students. The features of the formation of a foreign language professional communicative competence of a future foreign language teacher in the context of the concept of the polyphony of the foundation of modern higher education in the logic of the post-non-classical scientific paradigm are described.

Keywords: methodology, teaching, foreign language, technology.

The conceptual fund of the setup of foreign language occupational talkative scope of university students include a number of key theories and approaches, including: This approach to learning a foreign language focuses on developing relation skills. It is based

on the faith whereby the great goal of speech learning is the capability to socialize virtually in this tongues in various situations. The approach emphasizes the importance of the practical application of language in authentic communicative situations.This approach focuses on the respect among locale and culture. The setup of a foreign language professional convivial scope turn on the explore of not only linguistic patterns and tasks, unless also the quirk of the cultural scope in which this language is used [1:123]. This allows students to better understand and interact with member of other cultures. This method to localize learning fastens on mind the treatment of learning a foreign language. In the scope of the setup of foreign-language professional gregarious literacy, the perceptive approach helps students develop language skills by actively participating in tasks that require analysis, assessment and application of language structures in real situations. This theory considers learning a foreign language as an active process related to the practical activities of students in an educational and professional environment. The setup of foreign language talkative scope of university learners by this approach includes the creation of position in what students can diligently attach their tongues arts to enable true concern. This close accents the value of interaction and collaboration between students and teachers in the learning process. It involves breed a stimulating and supportive learning ambience where learners can openly distinct their view and opinions in a foreign language, as well as actively interact with each other.

The psychological and didactic attributes of university learners play an crucial role in the formulation of foreign-language professional talkative scope based on the use of interindustry projects and Internet technologies. University students may have various motives for learning a foreign language and communicative competence [2:96]. Some of them may be motivated by professional goals, others by personal interests. It is indispensable to take these dissensions into account and create educational materials that will match the motives and interests of students. Students may have different lextents of foreign language mastery. Some of them may have advanced language skills, while others may start learning a language from scratch. It is important to adapt the methodology of teaching foreign language communicative competence, taking into account the level of language teaching of students. Each student has their own individual characteristics, such as temperament, learning ability, learning style, etc.It is indispensable to take these function into account when developing a method for teaching foreign language gregarious competence and creating interdisciplinary projects.

The psychological and pedagogical characteristics of university students are of huge value for the fortunate teaching of foreign-language professional communicative scope. The diversity of teaching grounds and levels of language training of students requires a lithe and single attack to learning.

The motives for learning a foreign language can be diverse - from professional goals to personal interests. Therefore, it is important to create educational materials that will

match these motives and interests of students, so that learning is more attractive and motivating.

It is also needed to take into account the dissimilar level of language skills among learners. Some may have innovative language abilities, while others start learning from abrasion. Therefore, the methodology of teaching foreign language gregarious skills should be adapted needing into account the distinctive needs and level of practice of each student.

The education of a foreign language occupational gregarious skill is a hard and faceted process that requires a systematic approach and a variety of methods. Unified close: Involve a blend of various learning methods and techniques such as listening, reading, writing and speaking. This approach allows students to develop skills at all levels of foreign language competence.

The setup of a foreign language professional talkative scope is truly a complex and versatile procedure that requires a systematic method and the avail of different teaching methods [3: 214].

The merged tactics comprise a mix of different teaching methods and techniques such as listening, reading, writing and speaking. Each of these methods is aimed at developing specific language skills and abilities, and their combination allows students to develop a comprehensive set of skills at all levels of foreign language proficiency.

Listening helps students develop oral comprehension skills and enriches their vocabulary and knowledge of language structures. Reading improves writing comprehension skills, broadens students' horizons and allows them to explore new topics and contexts. Writing grows the ability to express your thoughts and ideas in writing, as well as the ability to duly use grammatical structure and vocabulary. Spoken word, in turn, permit students to attach their cognition and skills in real relation and develop trust in using language in diverse situations.

The formation of a foreign language professional communicative competence using interdisciplinary projects and Internet technologies is an innovative approach that effectively combines language and professional skills training. Students can work on interdisciplinary projects that combine both linguistic and professional aspects [4:32]. For example, they can create a multimedia presentation or a website about a topic from their professional field in a foreign language. Students can work in groups that include participants with different professional specializations and language levels.

This will permit them not only to grow language scopes, but also to read how to mingle virtually in interdisciplinary teams. Students can use Internet technologies to search for information, communicate with colleagues and consult with experts in their field in a foreign language. This will allow them to broaden their horizons, deepen their science in the occupational box and grow talk scopes in a foreign language in real

professional situations. Students can participate in online discussions, webinars or presentations in a foreign language on issues from their professional field. This will help them improve oral communication, develop the ability to argue their point of view and speak to an audience. Within the framework of interdisciplinary projects, a comprehensive assessment of students' language and professional skills can be carried out. This will allow them to receive feedback on both aspects and work more effectively on their development.

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ON THE APPROACH IN TEACHING NON-NATIVE LANGUAGES

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Abstract: language teaching is impossible without the development of students' cognitive activity, it is necessary to develop a problem approach to the content of textual and lexico-grammatical material, to its selection and organization. It is recommended to lead problem-searching tasks in stages, gradually increasing their complexity, remembering that the degree of complexity of the tasks depends on the level of language proficiency of students, mastery of textual material; the tasks should be accessible; carry new, interesting information; provide access to communication. Problem-based learning is effectively realized in joint collective activity, which is the basis of communication learning.

Key words: problem approach, teaching non-native languages, theoretical and practical solution, learning activity, lexico-grammatical material.

The issues of the problem approach in teaching non-native languages were actively discussed in the 80s of the last century. The interest of specialists in the theoretical and practical solution of these issues has never weakened.

In recent years, in scientific and methodological literature, problem-based learning has received increased attention: the use of such teaching methods in the classroom contributes to the formation of students' professional communicative competence - the ultimate goal of language learning in higher education.

Methodologists believe that problem classes should be given more space than the so-called traditional ones.

In order to build a full-fledged problem class, it is necessary to use the methods of active modern methods, which are based on problem situations, the solution of which arouses the interest of students.

At the same time, one should not forget about the necessity to find out and define lexico-grammatical constructions, without mastering which it is impossible to have competent, professional communication.

Formation of skills of speech activity provides the development of students' ability to put and solve new problems in accordance with the situations, circumstances of communication.

At the same time, we should not forget about the need to clarify and define lexico-grammatical constructions, without mastering which literate, professional communication is impossible.

Formation of skills of speech activity provides the development of students' ability to set and solve new problems in accordance with the situations and circumstances of communication.

Due to the fact that language teaching is impossible without the development of students' cognitive activity, it is necessary to develop a problem approach to the content of textual and lexico-grammatical material, to its selection and organization.

Problem tasks are more and more often of search character. The fulfillment of problem-searching tasks arouses great interest in students, develops their independence, which is defined as a property of the psyche, allowing to act intuitively, creatively.

Selecting (or composing) such tasks, the teacher has the opportunity to take into account the personal cognitive needs of students, and students, performing the proposed tasks, realize the appropriateness of their learning activities, begin to understand the studied lexico-grammatical material more deeply.

It is recommended to lead problem-searching tasks in stages, gradually increasing their complexity, remembering that the degree of complexity of tasks depends on the level

of language proficiency of students, mastery of textual material; the tasks should be accessible; carry new, interesting information; provide access to communication.

Problem-based learning is effectively realized in joint collective activity, which is the basis of communication training.

In connection with the abovementioned, when developing the problem approach, methodologists give an important place to business games, the organization of which should be taken seriously enough.

It is difficult to organize a business game: this work requires a lot of effort on the part of both teachers and students.

Experience shows that it takes more than a month of active work to prepare a real business game: it is necessary to define the theme of the game, select and process the appropriate textual material, to think over the visual support of the game, with the help of lexical exercises to accumulate a certain vocabulary of students, etc.

The teacher should announce the goals and objectives of the game in advance; develop a script and describe the roles in it (in groups with sufficient language training it is necessary to involve students in this work); think over the design of the classroom; realize the obligatory condition of the business game - all students of the group should participate in it.

Students, in turn, working with texts, familiarize themselves with the problem; accumulate the necessary vocabulary; through a system of exercises learn to use in speech the studied grammatical constructions, etc.

Teaching is an organized process that affects the mental processes of the learners.

In this regard, in the process of language teaching it is necessary to take into account certain extramethodological factors, which are manifested in connection with the inclusion of memory, thinking, will in the learning process; students should be instilled with the ability to listen to speech partners, to respect other people's point of view; to instill in them the skills of argument culture. In addition, preparing to participate in the game, students should independently select additional material.

Thus, we note that organizing and conducting a business game requires serious and careful work, so it can be used once a semester.

Abstract writing is also considered to be one of the types of problem-solving tasks. Abstracts improve the skills of monologic expression, the ability to keep in front of the audience, formulate and ask questions, answer them. However, often this productive type of problem-search assignment is formal in nature. Writing an abstract, speaking with it (its defense) should develop skills of research work.

The topics of essays should interest students; the teacher should help in selecting the necessary material; explain the structure of the essay; offer a list of linking words, constructions that are used in essays.

Students should write essays on their own, not download them from the Internet. It is necessary to think over such a discussion of the prepared abstracts, in which there would be elements of competitiveness; formal hearing of abstracts does not cause a lively discussion in the group, and this means that precious teaching time is lost.

In using the problem-based approach in language teaching, there should be clear cooperation between the teacher and the learners - this is one of the advantages of this approach.

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KORPUS YONDASHUV VOSITASIDA TALABALARNING KASBIY KOMMUNIKATIV KOMPETENSIYALARINI TAKOMILLASHTIRISHNING DIDAKTIK IMKONIYATLARI

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Annotatsiya: Ta'lim jarayonida talabalarning kasbiy kommunikatsiya ko'nikmalarini rivojlantirish muhim ahamiyatga ega. Zamonaviy tadqiqotlar va ta'limiy metodlar korpus yondoshuvi vositasida talabalarning kasbiy kommunikatsiya kompetensiyalarini takomillashtirishning yangi imkoniyatlarini ochib bermoqda. Bu maqolada korpus yondoshuvining mazmuni, uning afzalliklari, muammolari va ularning yechimlari haqida ma'lumot berilgan.

Kalit so'zlar: korpus, korpus yondashuvi, korpus yondoshuvining afzalliklari

DIDACTIC OPPORTUNITIES OF IMPROVING PROFESSIONAL COMMUNICATIVE COMPETENCES OF STUDENTS USING THE CORPUS APPROACH

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Annotation: It is important to develop students' professional communication skills in the educational process. Modern research and educational methods reveal new opportunities for improving students' professional communication competencies through the corpus approach. This article provides information about the content of the corpus approach, its advantages, problems and their solutions.

Key words: corpus, corpus approach, advantages of corpus approach

ДИДАКТИЧЕСКИЕ ВОЗМОЖНОСТИ СОВЕРШЕНСТВОВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ КОРПУСНОГО ПОДХОДА

Пулатова Дурдона Равшановна

Докторант ТГПУ

Аннотация: В учебном процессе важно развивать у студентов навыки профессионального общения. Современные исследовательские и образовательные методы открывают новые возможности совершенствования профессиональных коммуникативных компетенций студентов посредством корпусного подхода. В данной статье представлена информация о содержании корпусного подхода, его преимуществах, проблемах и их решениях.

Ключевые слова: корпус, корпусный подход, преимущества корпусного подхода.

Kasbiy kommunikativ kompetensiya, kishining ma'lumotlarni amalda ishlatish, ma'qul va o'zini ifodalash qobiliyatini anglatadi. Korpus esa yuzaga keladigan ma'lumotlarni muntazam tuzilgan ma'tinlarda jamlab, ularning amalga oshirilishini ta'minlaydi. Korpus ta'lim texnologiyasi shunday ma'lumotlarni o'quvchilarga taqdim etish va ularning amalga oshirishini rag'batlantirishda muhim rol o'ynaydi.

Korpus yondoshuvi – bu turli matnlar va ularning lingvistik xususiyatlarini o'rganish uchun kompyuter vositasida maxsus tuzilgan korpuslardan (matnlar to'plami) foydalanish metodidir. Korpuslar turli sohalardagi professional matnlarni qamrab olgan va ular orqali talabalarning kasbiy til ko'nikmalarini takomillashtirish mumkin [10].

Korpus yondashuvi, talabalarga korpus ma'lumotlariga elektron yondashuv orqali kirish imkoniyatini taqdim etadi. Bu usul orqali talabalar o'zlarining kasbiy kommunikativ kompetensiyalarini oshirish uchun kerakli ma'lumotlarga moslashtirilgan vazifalarni bajarishlari mumkin. Misol uchun, til gramma va leksikasi bo'yicha mavzularni o'rganish va ularni kontekstual ma'tinlar orqali tushuntirish.

Ta'lim jarayonida talabalarning kasbiy kommunikatsiya ko'nikmalarini rivojlantirishda korpus yondoshuvining bir necha afzaliklari mavjud bo'lib, ular quyidagilarni tashkil etadi:

Avtomatlashtirilgan tahlil: Korpus yondoshuvi kompyuter dasturlari orqali katta hajmdagi matnlarni tahlil qilish imkonini beradi. Bu metod talabalarga kasbiy kontekstdagi eng ko'p uchraydigan so'z va ifoda tarkibini o'rganishga yordam beradi [8].

Haqiqiy matnlar: Korpuslar haqiqiy kasbiy matnlardan tuzilgani uchun talabalarga haqiqiy hayotda uchraydigan kommunikatsiya vaziyatlarini o'rganish imkonini beradi. Bu ularning kasbiy kompetensiyalarini rivojlantirishga ko'maklashadi [2].

Fanlararo yondoshuv: Korpus yondoshuvi turli fanlar va sohalarda qo'llanilishi mumkin. Masalan, tibbiyot, muhandislik, iqtisodiyot va boshqa sohalardagi korpuslar orqali talabalarning kasbiy til ko'nikmalari rivojlantirilishi mumkin [5].

Ta'lim jarayonida talabalarning kasbiy kommunikatsiya ko'nikmalarini rivojlantirishda korpus yondoshuvining bir necha afzaliklari bilan bir qatorda ushbu yondashuvni ta'lim muhitida qo'llashda quyidagi muammolar uchraydi.

Kasbiy kommunikativ kompetensiyalarni takomillashtirish, bugungi zamonning asosiy talabalik maqsadi bo'lib,bu maqsadga erishish uchun, talabalarni soxaviy xorijiy tilni o'rganish, unga ega bo'lish va amaliy foydalanishda samarali qilish lozim. Korpus yondashuvi, bu jarayonni yengillashtirishda juda muhim rolni o'ynaydi. Korpus yondashuvi, tili o'rganishda va uning amaliyotga o'tkazilishida quyidagi didaktik imkoniyatga egaligi kasbiy kompetensiyalarni takomillashtirishga yordam beradi.

Interaktiv ta'lim: Korpus yondoshuvi interaktiv ta'lim vositalaridan foydalanish imkonini beradi. Masalan, talabalar korpusdan foydalanib, turli so'z va ifodalarning qo'llanilishini mustaqil o'rganishlari mumkin [7].

Tanqidiy tafakkurni rivojlantirish: Korpus yondoshuvi talabalarga til tahlili orqali tanqidiy tafakkurni rivojlantirishga yordam beradi. Ular korpusdagi ma'lumotlarni tahlil qilib, o'zlarining kasbiy nutqlarini tahlil qilish va takomillashtirishga o'rganadilar [3].

Kasbiy amaliyotga yo'naltirilgan ta'lim: Korpuslar orqali o'qitish talabalarni kasbiy amaliyotga yaqinlashtiradi. Ular kasbiy faoliyatda uchraydigan real vaziyatlarni o'rganish orqali o'zlarini kelajakdagi ish faoliyatiga tayyorlashlari mumkin [4].

Kontekst asosida so'zlar: Talabalar korpus ma'lumotlari orqali kontekst asosida so'zlar va ifodalar o'rganish orqali kasbiy kommunikativ kompetensiyalarini rivojlantirishlari mumkin.

Grammatik va leksika o'rganish: Korpus yondashuvlari o'quvchilarga grammatik va leksika o'rganishda yordam berishi va ularni amalda qo'llashga o'rgatishda yordam beradi

Ta'lim jarayonida talabalarning kasbiy kommunikatsiya ko'nikmalarini rivojlantirishda korpus yondoshuvining bir necha afzaliklari bilan bir qatorda ushbu yondashuvni ta'lim muhitida qo'llashda quyidagi muammolar uchraydi.

Korpusning o'rgatishga moslashtirilishi: Korpus ma'lumotlarining tez-tez o'rganishga moslashtirilishi kerak. Uning o'rganishda juda katta miqdorda ma'lumotlar bo'lishi, shuningdek, ushbu ma'lumotlarning mavzuga moslashtirilishi talab etiladi. Agar ta'lim muhiti nofilologik ta'lim yo'nalishi talabalarning ingliz tilida kasbiy kommunikativ kompetensiyalarini takomillashtirishga qaratilgan bo'lsa, ushbu xolda o'qituvchi tarafdan tayyor "Maxsus korpus" yoki ushbu korpus turini o'zi tarafidan tayyorlanishi zarur xisoblanadi.[9]

Tezlik va moslashtirish: Talabalar uchun korpus ma'lumotlariga ya'ni sinxron korpusga asoslangan mashg'ulotlarni bajarishda tez va oson kirish muhimdir. Texnologik muammo va to'xtalishlar talabalarni ichki yoki tashqi motivatsiyani pasayishiga olib kelishi mumkin.

Korpus yondashuvi bilan bog'liq texnologik qiyinchiliklar: Tez-tez, ta'lim jarayonida muassasalar va ustozlar korpus yondashuvining tushunchalariga, dasturlarga yoki internetga ulanishda qiyinchiliklar bilan yuzlashadilar.

Texnik mushkulliklar: Korpus yondoshuvi kompyuter dasturlaridan foydalanishni talab qiladi, bu esa barcha talabalar uchun oson bo'lmasligi mumkin. Bunday holatlarda maxsus kurslar va seminarlar orqali texnik ko'nikmalarni rivojlantirish kerak [1].

Korpuslarning qamrovi: Ayrim sohalarda korpuslar yetarli darajada to'liq bo'lmasligi mumkin. Bu muammoni hal qilish uchun yangi korpuslar tuzish va mavjud korpuslarni yangilash lozim [6].

Til madaniyati va kontekst: har bir til va madaniyat o'ziga xos xususiyatlarga ega. Korpus yondoshuvi orqali talabalarga faqat til emas, balki madaniy kontekstni ham o'rganish muhim. Buning uchun korpuslarni tuzishda madaniy va kontekstual omillarni inobatga olish zarur [11].

Xulosa qilib aytadigan bo'lsak,korpus yondoshuvi talabalarning kasbiy kommunikatsiya kompetensiyalarini takomillashtirish uchun muhim va samarali metod hisoblanadi. Uning afzalliklari va didaktik imkoniyatlari talabalarni kasbiy faoliyatga tayyorlashda muhim o'rin tutadi. Ushbu yondoshuv orqali talabalarning til ko'nikmalari, tanqidiy tafakkuri va kasbiy amaliyoti rivojlanadi.Ular talabalar uchun ma'lumotlarga tez va oson kirish imkoniyatini yaratishda muhim rol o'ynaydi. Shuningdek, bu yondashuvlar talabalar uchun amaliyotlarni yanada ma'lum va cheklovli qilishda yordam beradi. Lekin, bu texnologiyalar o'rganish jarayonida muammolar tug'ilishi mumkin va ularning bartaraf etilishi uchun ilg'or usullar talab etiladi.

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ЯЗЫК КАК СРЕДСТВО КОММУНИКАЦИИ В МЕЖДУНАРОДНОМ ОБЩЕНИИ.

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Аннотация: В статье язык рассматривается не только как средство общения, но и как общественное достояние и духовное богатство. Также в статье рассматриваются актуальные проблемы коммуникации в современном мире, где ключевую роль играет язык. В этой связи исследуются предпосылки появления

единого языка международного общения, анализируются объективные обстоятельства, при которых те или иные языки получают преимущество.

Ключевые слова: язык, мысли, общество, образованность, познание, коммуникация.

Язык - это исторически сформировавшаяся система содержательных форм, с ее помощью люди могут превращать свои мысли в некое общественное достояние и даже в духовное богатство общества.

Понятие «общение» может быть намного обширнее, глубже. Это становится ясно, если заглянуть в прошлое. Образованные люди, начиная с шестнадцатого века, общались на столь высоком уровне, на котором сегодня общаться просто не дано. Язык служил средством общения, но не только - он был средством познания, настоящим искусством. Сегодня язык общения на достаточно низком, ограниченном уровне. Главная цель речевой коммуникации – обмен информацией различного рода. Очевидно, что общение и обмен информацией между людьми осуществляются не только с помощью языка. С древнейших времен в человеческом обществе использовались дополнительные средства общения и передачи информации, многие из которых существуют до сих пор. Упрощенно можно сказать, что язык – это система знаков, отношения между которыми образуют упорядоченную структуру. В этом смысле говорят о системе русского, английского или какого-либо другого языка. Универсальными языковыми единицами являются звуки, морфемы (корни, суффиксы и т. д.), слова, словосочетания, предложения. В каждом языке существуют правила, нормы употребления тех или иных единиц. Язык – это система фонетических, лексических, грамматических единиц, являющаяся средством общения людей и выражения ими своих мыслей, чувств, желаний, намерений. К основным функциям языка относятся:

а) конструктивная (формирование мыслей);

б) коммуникативная (функция обмена информацией);

в) эмотивная (выражение отношения говорящего к предмету речи и непосредственная эмоциональная реакция на ситуацию);

г) воздействие на адресата (делового партнера).

Язык реализуется в речи и только через нее выполняет свое коммуникативное предназначение. Речь – это внешнее проявление языка, это последовательность единиц языка, организованная и структурированная по его законам и в соответствии с потребностями выражаемой информации. В отличие от языка речь можно оценивать как хорошую или плохую, ясную или непонятную, экспресивную или невыразительную и т. д. Связь истории языка с историей общества -аксиома современной лингвистики. Раз язык существует только в обществе, он не может не зависеть от общества. При этом неверно понимать такую зависимость как жесткую обусловленность изменений в языке общественными факторами.

В действительности процесс развития общества стимулирует развитие языка: ускоряет или тормозит темпы языковых изменений (механизм которых обусловлен внутренними, присущими языку закономерностями), способствует перестройке некоторых участков языковой системы, их обогащению новыми элементами и т. п. В качестве собственно социальных факторов, влияющих на развитие языка, обычно рассматривают такие: изменение круга носителей языка, распространение просвещения, развитие науки, перемещение народных масс, создание новой государственности, изменение форм законодательства и делопроизводства и др. Воздействие этих факторов на язык различно и по форме, и по силе. Речевая деятельность состоит из нескольких последовательных фаз: ориентировки, планирования, реализации, контроля или реагирования. Началом речевого высказывания служит речевая ситуация, т. е. стечение обстоятельств, побуждающих человека к действию: ответить на вопрос, приветствие, позвонить по телефону. Речевая ситуация диктует правила ведения разговора и определяет формы его выражения. Например, на приеме у доктора, на зачете, на семинаре, в разговоре с другом или с руководителем используются разные конструкции и модели речевого поведения.

Эффективность обучения иностранцев русскому языку зависит от того, насколько правильно будут поняты и применены на практике современные исследования не только в области лингвистики, языкознания, но и в области философии, психологии, истории, культурологии, литературоведения. Только такой междисциплинарный подход поможет иностранцам лучше понять русский язык, его философию, историю и культуру. Графика активизирует процессы осмысления, что способствует усвоению и запоминанию учебной информации, адекватно передавать смысловое содержание текста.

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Раздел № 1 – «Тиллар укитиш назарияси ва методикасининг долзарб муаммолари».

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Empowering ESP Learners: Fostering Autonomy through the Corpus Based Approach

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Annotation: The article highlights how to empower ESP students' independent study skills through the corpus based approach and some educational issues of having autonomy of ESP students in learning a foreign language and gives solutions to the issues by corpus based approach.

Key words: corpus based approach, ESP students' autonomy, data-driven learning

In today's knowledge-driven world, fostering student autonomy in learning has become paramount. This autonomy empowers students to become independent thinkers, self-directed learners, and lifelong explorers of information. The use of corpora in language learning and teaching has gained significant attention in recent years. It provides students with a valuable tool for developing their independent learning skills. By utilizing the corpus approach, students can enhance their ability to analyze and interpret authentic language data, develop a deeper understanding of language patterns and usage, and improve their language production and communication skills.

Equipping students with English for Specific Purposes (ESP) presents a unique challenge. While fostering proficiency in their chosen field is paramount (Dudley-Evans & St John, 1998), nurturing independent learning skills is equally important. Traditional ESP teaching methods often prioritize content delivery and teacher expertise, leaving less room for student exploration and self-directed learning (Littlewood, 1996). This, coupled with the specific skill and content focus of ESP courses, can hinder the development of learner autonomy – a key factor in lifelong language acquisition (Benson, 2011).

This paper explores the potential of the corpus approach as a transformative tool to address these very concerns (Bernardini & Boulton, 1998). By providing access to vast collections of authentic language data relevant to their field, the corpus approach empowers ESP students to become data-driven investigators, critical thinkers, and self-directed learners. We will delve into how corpus analysis can equip ESP students with the skills and confidence to navigate the world of English independently, ultimately fostering their long-term success in their chosen field. The previous paragraphs highlighted the challenges faced by ESP learners in developing independent study skills. This paragraph explores how the corpus approach can act as a powerful solution to these issues.

1. **Empowering Student Inquiry:** Corpora offer a vast collection of authentic texts relevant to specific fields (engineering reports, medical journals, etc.). This allows ESP students to become **data-driven investigators** (Leech, 2007). They can explore real-world language usage, analyze patterns, and discover grammatical structures and vocabulary independently. This fosters a spirit of inquiry and critical thinking, encouraging them to take ownership of their learning journey.

2. **Fostering Self-Directed Learning:** The corpus approach empowers students to move beyond teacher-centered instruction. By providing user-friendly interfaces and search functionalities, corpora allow students to explore language at their own pace and based on their specific needs. This encourages **self-directed learning** (Tribble & Barratt, 2007). Students can formulate research questions, analyze data, and draw conclusions independently, fostering a sense of autonomy in their learning process.

3. **Developing Research and Analytical Skills:** Corpus analysis involves formulating research questions, searching for relevant data, and critically evaluating the results. This process equips ESP students with valuable research and analytical skills (McEnery & Hardie, 2012). These skills are not only crucial for independent language learning but also essential for success in their chosen field, where research and critical thinking are often paramount.

4. **Building Confidence in Independent Learning:** By successfully navigating the corpus and discovering new information independently, ESP students gain confidence in

their ability to learn English on their own. This newfound confidence fosters a more **autonomous learning style** (Benson, 2011). They become more self-assured in their approach to language learning, better equipped to tackle challenges and explore new resources beyond the classroom setting.

However, it's important to acknowledge potential limitations (Bernardini & Boulton, 1998). Access to user-friendly corpus tools and teacher training in corpus pedagogy are crucial for successful implementation. Additionally, scaffolding and support may be needed for novice learners to develop the necessary research and analytical skills.

Despite these considerations, the corpus approach offers a promising solution for fostering independent learning skills in ESP students. By empowering them to become data-driven investigators, self-directed learners, and critical thinkers, the corpus approach equips them with the tools they need to navigate the world of English independently and achieve long-term success in their chosen field.(Pulatova, 2023)

By using corpora, students are able to take ownership of their learning process and actively engage in language exploration. They can independently search for language examples and patterns, identify common collocations and phrases, analyze concordance lines to understand word usage in context and compare language varieties and genres. This active engagement in the learning process helps students develop critical thinking skills, problem-solving abilities, and a more nuanced understanding of language. (Pulatova, 2023) Additionally, working with corpora allows students to develop their digital literacy skills as they navigate and utilize corpus software and tools. In summary, the use of corpora in language learning promotes the development of students' independent learning skills by enhancing their analytical, interpretive, and communication abilities, fostering critical thinking and problem-solving skills, and developing their digital literacy. Furthermore, the corpus approach encourages students to take a more proactive role in their language-learning journey.

The challenges faced by ESP learners in developing independent study skills can be effectively addressed through the corpus approach. They are followings:

1.**Authenticity and Relevance:** Corpora provide access to vast amounts of real-world language data specific to a student's field of study (engineering reports, medical journals, etc.). This is a stark contrast to traditional ESP materials, which may not always reflect authentic language use. By allowing students to explore the language used by professionals in their chosen field, the corpus approach fosters a sense of **relevance and connection** to their learning goals. This engagement fuels motivation and makes the learning process more meaningful (Johns & King, 1991).

2.**Student-Centered Learning:** Unlike traditional teacher-centered methods, the corpus approach empowers ESP students to **take ownership of their learning**. They can formulate research questions based on their specific needs and interests, explore the corpus independently, and draw conclusions based on the data they find. This fosters a **student-centered learning environment** (Feez, 1997), where students are actively involved in the learning process, ultimately leading to a deeper understanding and retention of the language.

3.**Developing Transferable Skills:** The process of corpus analysis involves not just language learning, but also crucial research and analytical skills. Students learn to formulate research questions, search effectively, evaluate data critically, and draw evidence-based conclusions (McEnery & Hardie, 2012). These skills are not only essential for independent language learning but also **transferable** to their chosen field, where research and critical thinking are often paramount. This empowers students to become independent learners not just in English, but also in their professional pursuits.

4.**Building Intrinsic Motivation:** The ability to explore language independently and discover new information on their own fuels a sense of accomplishment in ESP students. This fosters **intrinsic motivation** (Benson, 2011), the desire to learn for the sake of learning itself, as opposed to relying solely on external motivators like grades or job requirements. This intrinsic motivation is crucial for long-term learning success and lifelong language acquisition.

In conclusion, the corpus approach addresses the challenges faced by ESP learners by providing access to authentic and relevant language data, fostering student-centered learning, developing transferable skills, and building intrinsic motivation. This combination empowers ESP students to become independent learners, better equipped to navigate the world of English and achieve success in both their language learning and professional goals.

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TEACHING WRITING IN ENGLISH

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Аннотация. Мазкур мақолада маълумотлар расмий ёки норасмий ёзишмаларда хатларни сифатли тайёрлаш қоидаларини ўрганишнинг дастлабки кириш босқичлари сифатида келтирилган. Хат ёзиш одоб-ахлоқ қоидалари ва қоидаларини билиш ноқулай вазиятлардан ва тушунмовчиликлардан қочишга ёрдам беради. Шуни таъкидлаш керакки, инглиз тилидаги мурожаат шакли ва услуби она тилидаги мурожаат шаклидан фарқ қилади.

Калит сўзлар: ёзма нутқ, ёзишни ўргатиш методикаси, имло ва график кўникмалар, ҳарфларнинг саводли ёзилиши, тилнинг грамматик воситалари.

Аннотация. Данная информация приводится в качестве примера, является одним из начальных вводных этапов изучения правил грамотного построения писем в официальной или неофициальной переписке. Знание этикета и правил написания писем необходимо во избежание неловких ситуаций и недопонимания. Стоит отметить, что форма и стиль обращения в английском языке отличается от формы обращения на родном языке.

Ключевые слова: письменная речь, методы обучения письму, орфографические и графические навыки, грамотное написание букв, грамматические средства языка.

Abstract. This information is given as an example, it is one of the initial introductory stages of studying the rules for the competent construction of letters in official or informal correspondence. Knowing the etiquette and rules for writing letters is necessary to avoid embarrassing situations and misunderstandings. It should be noted that the form and style of address in English differs from the form of address in the native language.

Key words: written speech, methods of teaching writing, spelling and graphic skills, literate spelling of letters, grammatical means of the language.

An important aspect in learning English is learning to write in English. Written speech is inextricably linked with oral speech. The technology and methods of teaching writing in English form the basis and key basis for the subsequent use of the acquired spelling and graphic skills in everyday life. In the process of learning to write in English, the student gradually masters and trains the correct spelling of letters, learns spelling, learns how to build literate written speech. From the very beginning of training, reading and writing in English are studied and practiced at the same time. The importance of competent written language is necessary for the simple reason that it does not convey either your emotions or intonations. The interlocutor does not see the gestures and facial expressions that you demonstrate during oral speech. You can convey an important thought and information for you, just like in your native language, only through the correct presentation, based on the grammatical means of the language.

Professional teachers - linguists indicate the differences between the concepts of writing and written speech. Learning to write - the study of spelling and graphic representation of printed and capital letters, to develop skills and accumulate knowledge in mastering the English language. Also, when learning English, teaching writing is the subject in the program that simultaneously develops both oral speech and reading and contributes to better memorization of the material. Written speech training - teaching the

competent expression of thoughts in English. It is necessary to teach the listener to express information and thoughts in a foreign language, just like in their native language.

In the process of studying grammar, vocabulary, phonetics of the English language, the student needs to record information for himself in writing and it must also be done in English, the classes involve performing written exercises, compiling personal dictionaries with transcription records, taking notes on rules, diagrams, study tables for visually fixing the material, writing intermediate control tests. Written English, in this case, is not a separate discipline, but a means necessary for learning. In the process of learning to write in English, the primary task is to form and instill the necessary skills, namely: spelling, (including the skill of self-correction of possible errors, and the development of intuition); the correct graphic representation of the letters of the English language; the ability to build sentences in accordance with the standards of vocabulary, spelling and grammar; know the rules and regulations of communication and presentation of information in a given life situation; knowledge of ethics, business etiquette, the ability to build an adequate commutation with the interlocutor, using the acquired knowledge, according to the status of the opponent and the topic of discussion or negotiations during correspondence; rules and textbook traditional clichés in written communication with business partners and friends; the ability to clearly, clearly, logically, consistently and easily present information and the main idea that needs to be conveyed; the ability to present information accurately and in detail, to use the methods of semantic text compression (compression); accumulation of new language material according to the principle "from simple to complex"; the skill of using written speech to improve oral speech (written speech is improved simultaneously with oral speech); mastering the techniques of writing phrases and full-fledged sentences,drawing up plans of oral stories and informational reports in English through writing, com petent formation and compilation of logical texts; the ability to highlight important and indirect details, the semantic core of the statement, the ability to compose text compositions; the study of literate vocabulary and its use in writing, in written speech there are rules and requirements for the normativeness of the language, in order to avoid misunderstanding on the part of the interlocutor, gross errors that affect the perception of the text by the opponent, social and cultural characteristics; in oral speech, in the format of a conversation, the use of dialect digressions and the use of slang is acceptable, if appropriate, and in writing there are limits and restrictions. Learning to write in English takes place scrupulously and consistently, it is important not to miss a single detail, and to systematically approach the assimilation of the material. Primary attention is paid to the study of the spelling of alphabetic characters, the graphics of the image of letters. The teacher shows and works with you on the writing of uppercase and lowercase variants of the graphic display of letters. In the course of classes, the teacher often uses a graphic projector (overhead projector) for a visual example and display. Visual perception greatly simplifies the task of memorizing and writing letters. It is important to train on your own to consolidate the material covered and bring the acquired skills to automatism. Also, training exercises on writing off the text are being introduced. You learn to visually

perceive the finished text and transfer it yourself to paper, not taking your eyes off each letter, but fixing the word completely. Visual perception contributes to the development of memory, trains the efficiency of your perception and consolidation of knowledge in general, you form your own individual method of perception and memorization of information. Teaching writing in English involves the following stages and aspects of mastering the material: Study of grammar and spelling; Graphic representation of alphabetic characters in printed and capital letters, honing calligraphy; Work with texts: copying, rewriting, self-compilation of proposals, development and consolidation of learned material; The study of forms, structures and standards for constructing and writing letters: directed writing, guided writing, free writing. Exercises for logical filling in gaps, arrangement of sentences and proposed texts - exercises; drawing up plans and presenting abstracts when working with a large amount of information; development of skills for expanding and reducing the source text; Working with small texts. Performing exercises on the logical alignment of texts, the sequence of presentation of information and the use of speech turns; compiling texts and letters using samples as an example, compiling texts from a proposed set of sentences, building logical semantic chains; Compilation of written stories based on textbooks with pictures-images; Work with texts - transformers and transformation of texts, for example, compiling a text - a summary based on an interview, creating a short telegram from a voluminous letter, taking into account the preservation of the main information component; Studying the genres of presenting an informational text: a letter to a friend (informal letter), a letter to a colleague, a letter to a business partner (official letter), a greeting card for friends and family; postcard and congratulations to business partners, fictional stories and narratives, newspaper article format, essays, reports, reports, dialogues in the format of a play, rules for filling out official and legal documents; Using video tutorials, writing dubbing scripts for video clips, composing subtitles is also a huge help, as additional exercises; The study and use in practice of simple and complex syntactic constructions and phraseological units; Learning to write in English is tightly connected and inseparable from exercises and practicing listening, speaking, and reading skills. The learning process includes writing training papers: writing dictations, presentations based on the texts read (written retelling), writing essays on various topics (which also contributes to the development, expansion and consolidation of the lexical base). Skills of supplementing finished texts with details. Exercises in the interview format are especially effective when studying in a mini-group or are practiced in pairs with a teacher: the student takes an impromptu interview and interlocutor and writes down the answers to questions, sequentially composes logical thematic articles in the interview format, which also allows you to practice all other skills.

English is necessary for full-fledged interaction with foreign partners, competent written speech will allow you to expand the amplitude of your opportunities without resorting to the services of translators. Independent conduct of business correspondence, preparation of competent legal documents, of course, requires professional and confident skills in the practical use of knowledge. There are rules for conducting business

correspondence, starting with addressing an opponent and writing a letter, ending with a stylistically correct farewell. The knowledge acquired during the training will allow you to fully work in foreign companies, professionally, competently and efficiently work with foreign clients, contractors and business partners. Knowledge of the ethics of negotiation and the ability to make presentations in English, knowledge of business vocabulary will allow you to participate in active discussions and conferences, build the necessary switching, establish connections, knowledge of social and cultural characteristics will raise you in the eyes of partners. Properly using the acquired skills and knowledge, you can win over people and win their attention and favor. Knowledge of business English is guaranteed to allow you to make a big leap in your career and effectively manage your own business, controlling all processes.

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UNDERSTANDING COMMUNICATIVE COMPETENCE AND IT COMPONENTS IN EFFECTIVE COMMUNICATION.

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Annotation The following article emphasizes the importance of communicative competence in the process of communication in target language. It informs about three main components of the competence and fully enlightens about the effectiveness of possessing strategic competence.

Key words: linguistic skills, communicative skills, Grammatical competence, Sociolinguistic competence, Strategic competence, syntax, morphology, phonology, dialectal variations, socio-cultural norms,, paraphrasing, borrowing, discourse markers

Introduction

Learning to speak a foreign language involves a significant amount of effort, dedication, and awareness, as each language has its own set of rules for interaction. To properly speak a foreign language, it is not enough to know how to pronounce words correctly, apply proper grammar rules, and have a large vocabulary. It is now widely recognized that in order to communicate effectively in any foreign language, we must have

not only the requisite linguistic skills but also the necessary communicative skills (Holmes, 2013; Chaika, 2008) Canale and Swain(1980) define communicative competence incorporates at least three main components:

• Grammatical competence;

• Sociolinguistic competence;

•Strategic competence.

Grammatical competence means the main foundation of language proficiency. It maintains understanding the rules and structures while obtaining the language proficiency. This component focuses on getting knowledge of syntax, morphology, phonology and semantics-the main aspects of language. Being the master of grammatical competence assist learners to construct correct grammatical sentences, build proper syntactic conventions and express language forms to convey intended meaning

Sociolinguistic competence it is necessary to mention that sociolinguistic competence is crucial for individuals to define the awareness of the social and cultural dimensions of communication. It helps to analyze and differentiate language register, politeness,dialectal variations and socio-cultural norms that influence language use. It empowers individual to adapt language adapt their language choices and communicative strategies to suit diverse social contexts, fostering effective communication across cultural boundaries.

Strategic competence Tarone points out that these three competencies should not be isolated from each other rather they should be developed incorporating with one another. However Strategic competence plays a really crucial role in terms of interpreting the target language. Tarone and Yule (1993) defined several examples of communication strategies such as avoidance, mime, paraphrasing, borrowing, and appeal for assistance. As a language learner, I was also taught a few strategies for communicating information in L2. My teacher used to give us problem-solving or guessing assignments in school, which helped us improve our communication abilities. I learned how to give definitions for terms at lyceum. Every lesson, our teacher assigned us to write definitions for at least twenty words. For example, for the word "assistant," we should write "someone who assists someone in performing a task." What's more, we shouldn't search up meanings in dictionaries; instead, he supplies us with translations of the words, and we must construct definitions based on the translations. This work was quite beneficial for me in terms of learning the language and transferring information since if I had difficulty finding a necessary word in such operations, I would refer to the definition rather than interrupt my speech. Even native speakers utilize circumlocution and approximation, as Tarone and Yule(1893) pointed out. As an L2 instructor, I consider it is equally crucial to provide practical techniques when my students experience breakdowns or limitations in communicating the language. In such cases, I offer practice in using communication

tactics and look for ways to make my students more adaptable in situations of transmitting in real-world interactions. I encourage them to maintain eye contact, use gestures, and not forget their ideas while speaking. Moreover, I design guessing games and matching definition activities for my younger students to prepare them for further communications in a second language. In order to conduct such exercises, I prepare some flashcards ahead of time. Furthermore I really appreciate the idea of using Fillers while facing some problems in the process of communicating in L2. I consider that although these little words do not have so strong meaning in the sentence (some of them have no total meaning) they play the role of the bridge while connecting ideas or letting the speaker think about what is going to be said or expressed next. Khojastehrad (2012) clarifies fillers as discourse markers that either native speakers or the non –native speakers use for different objectives. "Moreover he mentions that "Well, Ehm, Uhm, How to say" are only some examples of pause fillers that are used by speakers when they want to 'buy time' during their speech. (p.10). One interesting fact that Richards and Shmidt found was that during the speech people spent 50 % of speaking time by making pauses. However, in my point of view using fillers has also some limitations. Overusing them may cause losing the target of speech or make the listener feel irritated.

Conclusion

In conclusion, this article has underscored the pivotal role of communicative competence in effective language communication, particularly in the context of learning a second language. Through an examination of the three main components of communicative competence—grammatical competence, sociolinguistic competence, and strategic competence—it has been elucidated how each component contributes to the overall proficiency in language communication.

Virtually, fostering communicative competence is not only essential for language learners but also for educators, as it lays the groundwork for successful language acquisition and meaningful communication in diverse linguistic and cultural settings. Through continued research and pedagogical innovation, educators can further refine their approaches to language teaching and empower learners to become competent and confident communicators in the target language.

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THE IMPORTANCE OF FOREIGN LITERATURE IN TEACHING FOREIGN LANGUAGES

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Annotatsiya: Ushbu maqolada chet tili o'qitishda chet adabiyotidan foydalanishning yuqori sinflar uchun manfaatli ekanligiga sabablar keltirildi. Shuningdek, chet adabiyotining barcha til ko'nikmalariga: o'qish, tinglab tushunish, yozish, gapirish va lug'at boyligiga foydali jihatlari haqida ma'lumot berildi. Chet tillarini o'rgatishda odatiy uslubda o'qitish va chet adabiyotidan foydalanib o'qitishning natijalari o'rtasidagi tafovutlar bayon etildi.

Kalit so'zlar: adabiyot, odatiy uslubdagi ta'lim, akademik foydalar, tushunish, yuqori sinflar

Аннотация: В следующей статье будут приведены причины, по которым обучение языку с помощью иностранной литературы считается полезным для продвинутых классов, включая преимущества этого обучения для всех языковых навыков: чтения, аудирования, письма, разговорной речи и словарного запаса. Были объяснены различия между результатами тестов традиционного обучения и обучения по литературным книгам.

Abstract: In this following article, the reasons why teaching language through foreign literature is considered useful for advanced classes will be given including the benefits of it for all language skills: reading, listening, writing, speaking and vocabulary. The differences between the test results of traditional teaching and teaching through literature books have been explained.

Literature and language are closely connected to each other. Literature is a way that the words in a particular language can be used to express literary rhymes. Several instructor and scientists prefer to use fictional books during the process of teaching a foreign language to advanced classes, as young learners' are less motivated to read fictional books. Here, a pivotal question arises: Why the role of literature in teaching a foreign language is considered significant? First reason is that literature motivates the learners who are deeply interested in fictional books. Numerous students find it easier to learn a foreign language by reading its literature and internalize the strange language by adapting to the literature. Learning a new language is not restricted to a certain materials or textbooks: students can master it after reading the books in their interests in that language. Most importantly, students can make the process of learning much more fun and enticing; can have an optimal and enjoyable learning experience. Scott states: "When I teach my advanced French grammar course, students engage in a semi-traditional study of grammar, and are also required to read a novel. The novel is selected for its relevance to students' experiences in order to engage them in extensive reading for pleasure"[10] Another advantage of it is contextualization of language. After coming across new vocabularies in a novel, students get familiar with the context; analyze the usage and other meanings of new words. Alternatively, literature has a huge positive impact on the comprehension of readers.

An experiment among 15 years olds has been conducted. One group of students have been taught a foreign language by using traditional teaching methods, teaching through comprehensive novels has been applied for the other group. Experiment continued for eight weeks and their comprehension level has been checked by tests. The latter group accomplished better than the former group who have been taught in a traditional way. The results prove that literature is unquestionably vital when it comes to students' comprehension level. Skilled readers understand the text as a whole rather than reading each word in isolation to determine its meaning. There were two primary goals at play. The first is to teach the learner how to improve a specific attitude and to activate their knowledge by going over the existing information on the subject. It is also seen to be a

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[10] Scott, V.M. (2004). Cloze windows and aesthetic discoveries: Opening visions for teaching literature: The French review

good idea to have them assess their own comprehension, keep track of their own reading comprehension, highlight the main points, and rephrase the text they have read, elaborate on new concepts and vocabulary, and integrate previously learned material. Additionally, it is thought to benefit students in not translating the text word for word and to teach them to recognize the text's genre, grasp its major idea, and comprehend its title. As Kucer states: "The interaction between the reader and the text is what leads to comprehension". The reader's task in reading comprehension is to extract information from a text and then apply it to existing knowledge. It takes a variety of skills for second language learners to comprehend a book, and one of those talents is reading comprehension. The Longman Dictionary of Language Teaching and Applied Linguistics offers an additional definition, which is as follows:

Depending on the reader's goals and the sort of reading being done, several forms of reading comprehension can be recognized. The terms listed below are frequently used:[11]

a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

b. Informational comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition and by inferring

c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Next advantage is social factors that are embedded in different genres of literature. Brumfit and Carter[12] considered literature as "an ally of language". While reading, students have a chance to further their education in the culture, history, traditions and lifestyle of the people of targeted language. Therefore, learners who are exposed to the teaching through literature method are more aware of other factors and vicarious experience of the language. Besides, through indulging themselves in reading, their mind will acquire new insights, discover natural and meaningful application of language.

The importance of literature is enormous in terms of four language skills: reading, listening, writing, and speaking. Although all these skills are supposed to be taught separately, literature lets the instructors to teach all of them at the same time, in an integrated way.

1. **Improving reading through novels.** For reading section, teacher should pay attention to the genre, language level and comprehensive side of a chosen book. Then, some student-driven discussions should be encouraged to understand the characters and

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[11] Omid Pourkalhor (2013) "Teaching reading comprehension through short stories in advance classes
[12] Ruzbeh Babaee – "Significance of literature in foreign language teaching" 2014

the plot of the novel. The novel should not be only for language sides, however it should motivate the students and have positive effects on young learners' mind. For example, "Atomic habits" by James Clear is found to be a fruitful book for students since they can learn how to adapt to new positive habits and give up negative ones by this book as well as academically improving.

2. **Improving writing through novels.** Generally, most students struggle with writing section as it is a productive work that should be done by all themselves. To accomplish this task successfully, students are expected to collect sufficient information in their mind that reminds us the essence of novels once more time. "101 essays that will change the way you think" by Brianna Wiest can be an example of a useful book that can give enough ideas to the learners to start their writing with.

3. **Improving listening and speaking through novels.** Novels can be a great practice for learners to form their pronunciation like native speakers by doing fast reading aloud. In addition, activities such as oral reading, dramatization, pantomiming, discussion, and team working activities can be useful ways of teaching listening and speaking in classes.

Overall, literature provides several advantages for learners during the process of learning foreign languages: improving all language skills, developing thorough insights into foreign languages' culture and history, enjoyment, imagining the plot of a novel.

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THE ROLE OF METAPHORS IN MODERN DIGITAL LINGUISTICS

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Abstract: Metaphors, which are essential components of human language and thought, have now extended their significance into the realm of digital linguistics. This paper delves into the various roles that metaphors play in shaping and interpreting the digital world. Drawing from theories in linguistics, cognitive science, and digital communication, we investigate how metaphors aid understanding, impact user experience, and shape the development of digital language. Through a comprehensive synthesis of existing research and analysis, we highlight the dynamic interaction between metaphors and digital linguistics, emphasizing their importance in contemporary communication.

Abstract: Metaforalar, odam tilining va o'ylarining asosiy qismlari bo'lib, endi ma'lumot texnologiyalari sohasida ham muhim ahamiyatga ega bo'lgan. Ushbu maqola, metaforalar turli xil xususiyatlarni shakllantirish va tarjima qilishda o'z vazifasini ochadi. Tilshunoslik, kognitiv ilm-fan, va raqamli aloqa sohalaridan tushuntirilgan nazariyalardan foydalanib, biz metaforalar qanday o'ylashni osonlashtirish, foydalanuvchining tajribasiga ta'sir qilish, va raqamli tillarni rivojlantirishda qanday rolini ko'rib chiqamiz. Mavjud tadqiqotlar va tahlil asosida, biz metaforalar bilan raqamli tillar o'rtasidagi dinamik munosabatlarni belgilaymiz, ularning joriy kommunikatsiyadagi ahamiyatini belgilab chiqamiz.

Аннотация: Метафоры, которые являются неотъемлемыми компонентами человеческого языка и мышления, теперь приобрели свое значение в области цифровой лингвистики. В данной статье рассматриваются различные роли, которые метафоры играют в формировании и интерпретации цифрового мира. Основываясь на теориях лингвистики, когнитивной науки и цифровой коммуникации, мы исследуем, как метафоры помогают пониманию, влияют на пользовательский опыт и формируют развитие цифрового языка. Через всесторонний синтез существующих исследований и анализа мы выделяем динамическое взаимодействие между метафорами и цифровой лингвистикой, подчеркивая их важность в современной коммуникации.

Keywords: Metaphors, Digital linguistics, User experience, Language evolution, Cognitive science

In today's digital era, where much of our communication takes place through screens and interfaces, metaphors emerge as potent tools for conceptualizing complex digital ideas [1]. Whether it's the familiar "desktop" metaphor in graphical interfaces or the abstract notion of the "cloud" in computing, metaphors play a pivotal role in how we engage with digital environments. This article explores the significance of metaphors in modern digital linguistics, illustrating how they mold user experiences, aid comprehension, and shape the evolution of digital language [2].

Proposed by Lakoff and Johnson in 1980 [3], the Conceptual Metaphor Theory suggests that metaphors aren't just linguistic embellishments but reflections of underlying cognitive processes. According to this theory, abstract concepts are understood and structured by relating them to more concrete domains, known as source domains, through

metaphorical mappings. In digital linguistics, metaphors help map digital concepts onto tangible experiences, making them easier to comprehend and mentally represent.

Embodied cognition theories propose that our understanding of abstract concepts is rooted in sensory-motor experiences. Metaphors in digital communication leverage these embodied experiences to make digital environments more vivid and understandable [4]. For example, the concept of "scrolling" through a webpage evokes the physical act of turning a page, thereby enhancing user engagement and navigation.

Metaphors in digital communication act as cognitive shortcuts, enabling users to effortlessly grasp abstract concepts [5]. For instance, the metaphor of a "folder" in file management systems conceptualizes digital storage as a physical organizational structure, simplifying the management and retrieval of files.

Beyond aiding comprehension, metaphors also influence user experience design in digital interfaces [6]. Familiar metaphors like the "inbox" and "outbox" in email clients create a sense of continuity with real-world experiences, thus enhancing usability and navigation. However, designers must be cautious not to overload interfaces with metaphors, as excessive use may lead to cognitive overload and confusion among users.

Metaphors significantly contribute to the evolution of digital language by introducing new expressions and idiomatic phrases [7]. For instance, the metaphor of "viral content" in social media has become ingrained in popular discourse, shaping how we understand the spread of information online. Additionally, metaphors frame our perceptions and attitudes towards technology, relating digital experiences to familiar metaphors from everyday life.

Despite their widespread use, digital metaphors may be subject to misinterpretation or cultural variation [8]. Metaphors relying on specific cultural or technological references might alienate certain user groups or lose their effectiveness over time. Designers need to consider the cultural diversity of their audience and ensure that metaphors resonate across different linguistic and cultural contexts.

Overusing metaphors in digital interfaces can overwhelm and confuse users [9]. Designers should strike a balance between familiarity and innovation to ensure that metaphors enhance rather than hinder user experience. Moreover, metaphors should be intuitive and consistent across various digital platforms to avoid ambiguity and cognitive dissonance.

The study of metaphors in modern digital linguistics presents opportunities for interdisciplinary research at the intersection of linguistics, cognitive science, and human-computer interaction [10]. Future investigations might explore the neural mechanisms involved in processing metaphors in digital contexts or develop computational models to predict the effectiveness of metaphors in user interface design. By integrating insights from cognitive science and linguistic theory, researchers can deepen our understanding of how metaphors shape digital communication and inform the design of more user-friendly interfaces.

In conclusion, metaphors are not just linguistic decorations but powerful cognitive tools that shape our digital experiences and mediate our interaction with the virtual world

[11]. By drawing on familiar experiences and conceptual mappings, metaphors aid comprehension, improve user experience, and influence language evolution in the digital age. As technology continues to advance, the role of metaphors in modern digital linguistics will remain central to how we navigate and understand the digital landscape.

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THE PRINCIPLES OF ONLINE TEACHING AND LEARNING

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Annotation
This article discusses online teaching and learning in language education. The delivery of online courses is viewed as a cultural issue that affects processes from course design to evaluation. The article reviews key components and tools for designing online courses that have a high impact on student learning. It also provides suggestions for faculty teaching online courses to create high-quality courses that facilitate opportunities for student learning. Quality online course delivery is dependent on the support of faculty

by the administration. Lastly, the article suggests ways to conduct course evaluation and feedback loops for continual improvement of online teaching and learning.

Keywords: *online teaching, distance learning, evaluating, authentic materials, realia, technical issues, EFL resources.*

Annotatsiya

Ushbu maqolada til ta'limida onlayn o'qitish va o'rganish muhokama qilinadi. Onlayn kurslarni yetkazib berish kursni loyihalashdan to baholashgacha bo'lgan jarayonlarga ta'sir qiluvchi madaniy muammo sifatida qaraladi. Maqolada talabalarning o'rganishiga yuqori ta'sir ko'rsatadigan onlayn kurslarni loyihalash uchun asosiy komponentlar va vositalar ko'rib chiqiladi. Shuningdek, u talabalarning bilim olish imkoniyatlarini osonlashtiradigan yuqori sifatli kurslarni yaratish uchun onlayn kurslarni o'qitish bo'yicha takliflarni taqdim etadi. Onlayn kurslarni sifatli yetkazib berish ma'muriyat tomonidan professor-o'qituvchilarning yordamiga bog'liq. Nihoyat, maqolada onlayn o'qitish va o'qitishni doimiy ravishda takomillashtirish uchun kursni baholash va fikr-mulohazalarni o'tkazish yo'llari taklif etiladi.

Kalit so'zlar: *onlayn ta'lim, masofaviy ta'lim, baholash, haqiqiy materiallar, realia, texnik masalalar, xorijiy til resurslari.*

Аннотация

В этой статье обсуждается онлайн-преподавание и обучение в области языкового образования. Проведение онлайн-курсов рассматривается как культурная проблема, которая влияет на процессы от разработки курса до оценки. В статье рассматриваются ключевые компоненты и инструменты для разработки онлайн-курсов, которые оказывают большое влияние на обучение студентов. В нем также представлены предложения преподавателям, преподающим онлайн-курсы, по созданию высококачественных курсов, которые расширяют возможности обучения студентов. Качественное проведение онлайн-курсов зависит от поддержки преподавателей со стороны администрации. Наконец, в статье предлагаются способы проведения оценки курса и обратной связи для постоянного улучшения онлайн-преподавания и обучения.

Ключевые слова: *онлайн-обучение, дистанционное обучение, оценивание, аутентичные материалы, реалии, технические вопросы, ресурсы.*

INTRODUCTION

Online education, commonly known as distance education or web-based learning, is the latest and most popular form of education that occurs over the Internet. Numerous colleges in the US and abroad are transitioning from traditional face-to-face classes to fully online courses, making it an integral part of many university programs.

Distance learning began in the US in the 1800s when University of Chicago educators and students, situated in different places, sought to connect via correspondence courses. In the mid-1980s, universities and schools pioneered the first online college

classes. The rise of the Internet significantly enhanced the landscape of distance education. The Internet now profoundly influences our daily lives, impacting how we live, interact, teach, and learn. As the Internet evolves into a key educational tool, online education provides both educators and learners with abundant resources.

METHODOLOGY

Over the past decade, online education, known as distance or web-based education, has integrated seamlessly into numerous university programs. Online teaching and learning are tailored to engage the contemporary learner individually, anytime and anywhere. There are several reasons to consider online learning:

- It offers great accessibility and flexibility - learners opting for online classes can schedule sessions at their convenience, all from the comfort of their homes.

- It tends to be more cost-effective.

- It grants learners the opportunity to interact with instructors and peers globally.

- It can serve as a viable option during unforeseen circumstances.

- Learners can readily explore a wider array of services, including languages not commonly offered in their vicinity or alternative teaching approaches.

It is important for teachers teaching online can offer flexibility in terms of working hours and access to learners. They can work independently more easily. Additionally, we may analyze two main principles of online teaching and learning:

*Principle 1: **Choose materials carefully.*** Online teaching expands the scope of material types that a teacher can use and ways to intertwine them with the traditional content that would otherwise be taught offline. Thus, shared screen function and continuous availability of the Internet and computer during the whole class to all of the learners and the teacher makes it very easy to supplement teaching with authentic materials, digitally designed activities, and realia in the form of pictures/videos and other imaginable digital content at an instant without even having to download it. Online teaching requires extra effort on the part of the teacher compared to traditional face-to-face one in terms of preparing a wider variety of activities and teaching materials because of no physical contact, which creates certain barriers to student involvement. This lack of involvement needs to be compensated by having students cover much more than just what the coursebook offers to capture their interest and motivate them, which is why a set of varied, interesting, captivating supplementary online materials needs to be made available. Technology creates an obvious advantage to do this quickly and with minimum effort (e.g. stream an online video to all of the learners or share an article without having to abort the conversation) as long as the teacher uses its potential fully.

*Principle 2: **Be prepared for technical issues.*** Ultimate reliance on technology during online teaching means there can be problems with it. However, it is possible to anticipate them and preplan actions for a teacher. Internet connection might become unstable and too slow for video conferencing to work or get disconnected at all. The teacher needs to provide an extra connection point available to quickly switch to it in such cases. Another possible issue is hardware breakdown. Backup headphones/speakers,

microphones, and computers need to be made available so teachers can use them in case of a technical failure with minimum loss of time. The place needs to be chosen, where there is no background noise and the teacher's voice is clear. Finally, the teacher should avoid panicking and always keep calm to be able to resolve any technical issues quickly.

To determine suitable online resources, it is important to stick to using some trusted websites and follow the rules of effective online search. A suitable online resource needs to have materials appropriate for the level of students and the skill/language aspect dealt with. A good resource usually labels its materials with level markers and categorizes them by skills. Viewing reviews of the resource is also important. Previous users might comment positively or negatively on their experience of using it and their comments will help make a more informed decision. A good idea is to tend to address the sites of top publishers with good reputations. Materials in them are designed and arranged by language teaching experts and are multiple and varied. Resources that feature materials containing errors in grammar or spelling should be addressed with caution. Often choosing a suitable resource is a matter of experience. Paying attention to the content, language, layout, and design of the materials as well as the general characteristics of the site that hosts them become automatized with time to make better and better choices. There are some strengths and weaknesses of various online EFL resources. For example:

1) *Tefl.net (https://www.tefl.net/teaching/)*

Strength: This site provides a variety of aids for EFL teachers: articles on various aspects of teaching, forums, lesson plans, worksheets, and a useful worksheet generator tool with different worksheet templates. The lesson plans available are categorized into topic-based plans and talking point plans. Each lesson plan contains the teacher's notes and student worksheets, which are ready to use. There are also copyright-free handouts and TEFL activities available on popular topics. All materials are free to view and download.

Weakness: The number of materials per category is limited and doesn't cover a wide range of topics. Materials are classified by language aspects/skills and levels, which the teacher might want to use as a starting point for the search.

2) *Purdue University Online Writing Lab (https://owl.purdue.edu/)*

Strength: This site contains a wide variety of informational materials to improve all aspects of writing skills in English. The materials take the form of short explanatory articles, which are highly informative, and concise and provide a lot of examples. There is a site map organized as a tree, which is very helpful in navigating the content. It is broadly divided into general writing and subject-specific writing and further subdivided into dozens of categories and hundreds of subcategories covering a great variety of assignment types, aspects, stages, elements, and functions of writing. It also provides materials for improving language, which is commonly used in writing. All resources are free.

Weakness: There are no ready-to-teach lesson plans for teachers as the site is meant to be used by those who want to improve their own writing. Site organization is not very intuitive; however, the site map is highly useful.

CONCLUSION

To sum up, online teaching and learning present significant opportunities and challenges. They benefit both of learners and teachers, offering time and space convenience, cost-effectiveness, and flexibility. They enable students to pursue globally recognized degrees without on-campus attendance. Online education is favored by those unable to engage in traditional classrooms, providing the convenience of studying from any location with Internet access.

Online teaching and learning are relatively recent trends that have been gaining popularity in Uzbekistan and globally. Universities and colleges are acknowledging the significance of online learning in their strategic planning. To fully utilize online technologies, it is crucial to create courses that make the most of the distinctive learning possibilities they provide. As the demand for online education rises among working professionals looking for ongoing learning opportunities, there is a greater focus on enhancing online teaching and learning methods.

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TEACHING AVIATION VOCABULARY TO 5th GRADE PUPILS THROUGH GAMES

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Abstract. This article mainly focuses on methodology of teaching aviation vocabulary to 5th grade pupils through games and activities. In addition, the paper clarifies the importance of games for 5th grade students to make them engaged in the lessons and to enhance their English language skills while teaching them new words of aviation. Applying different interesting games can be very effective way of teaching vocabulary in all languages and meeting current educational needs of 21st-century learners. Moreover,

the study explores the results of the experiment conducted among 5th grade pupils to analyze the process of teaching vocabulary of aviation according to three main principles.

Key words: *aviation, aviation terminology, teaching vocabulary, language acquisition, English language skills*

Annotatsiya. *Ushbu maqola, asosan, metodika sohasiga qaratilgan bo`lib, u 5-sinf o'quvchilariga aviatsiya lug'atini o'yin va mashg'ulotlar orqali o'rgatish haqida. Bundan tashqari, maqolada 5-sinf o'quvchilari uchun o'yinlarning muhimligi, ularni darslarga jalb qilish va ularga aviatsiyaga oid yangi so'zlarni o'rgatish bilan birga ingliz tilidagi ko'nikmalarini oshirishga oydinlik kiritiladi. Turli xil qiziqarli o'yinlarni qo'llash barcha tillarda lug'atni o'rgatish va 21-asr o'quvchilarining hozirgi ta'lim ehtiyojlarini qondirishning juda samarali usuli bo'la oladi. Bundan tashqari, tadqiqotda 5-sinf o'quvchilari o'rtasida aviatsiya lug'atini o'qitish jarayonini uch asosiy tamoyil bo'yicha tahlil qilish uchun o'tkazilgan tajriba natijalari o'rganiladi.*

***Kalit so`zlar:*** *aviatsiya, aviatsiya terminologiyasi, lug`atni o`rgatish, tilni egallash, ingliz tilidagi qobiliyatlar*

Аннотация. *В этой статье основное внимание уделяется методологии преподавание авиационной лексики ученикам 5-х классов посредством игр и занятий. Кроме того, в статье разъясняется важность игр для учащихся 5-х классов, чтобы вовлечь их в уроки и улучшить их навыки английского языка, одновременно обучая их новым авиационным словам. Применение различных интересных игр может быть очень эффективным способом обучения словарному запасу на всех языках и удовлетворения текущих образовательных потребностей учащихся 21 века. Кроме того, в исследовании изучаются результаты опроса, проведенного среди учащихся 5-х классов с целью анализа процесса обучения авиационной лексике по трем основным принципам.*

Ключевые слова: авиация, авиационная терминология, учебная лексика, овладение языком, английский язык, языковые навыки

Introduction

In the current era of globalization education of people and teaching English play an important role in every society's life. Because English is not only the language most widely used by the global community, but also the one that is obligatory to be able to communicate with everyone over the world.

Since English is accepted to be the international language as an inevitable key to international currencies of science, technology and commerce, English language teaching (ELT) has been at great importance in all educational systems in our unified world of relentless progress. Learning language is not just about learning its grammar but rather about learning vocabulary and using it properly for communicative purposes (Seçer & Şahin, 2014). According to Wilkins, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It can be easily understood from this point of view that vocabulary is the 'heart' of every language. Because people cannot even realize what

the speech is about or what is being spoken by their partners without words although they know the grammar of the language very well. There are different facts influencing language learning both individually and more generally. Motivation, aptitude, and learning strategies are important individual factors influencing on a learner's language acquisition (Akdogan, 2017).

Methods

Vocabulary is an important part of every subject, there are always words that students need to learn in order to better understand the concepts that are being taught. Unfortunately, many students struggle to remember what unfamiliar vocabulary words mean or feel intimidated by the idea of simply memorizing definitions.

This research paper pays attention to the most crucial method of teaching vocabulary of aviation that is taught by using games in the lesson that can be really interesting for schoolchildren, especially, for 5th grade pupils. It is known that in today's modern educational landscape there are a number of methods and approaches that are very useful for schoolchildren in teaching process like peer learning, group learning, open box exam, gaming method that can be done through using applications named Kahoot, Quizzlet, quiz method, cloud approach, etc. But according to scientists and their experiment results, it is obvious that employing games to language lessons is the best way of teaching new vocabulary to learners.

Results

In younger ages, children are very eager to learn new words and try new things more than other ages. Especially, 5th grade pupils are really interested in playing games, in a word, they will be very playful and energetic. In the experiment there were 15 pupils who participated in the English language lesson. The objective of this experiment was to identify the effectiveness of games that are called word search from videos. Before beginning the game, the teacher gave clear instructions to the pupils and divided them into two groups. Firstly, they watched a video with aviation words with pictures and explanations. After having learned the new vocabulary, they needed to read a text on the screen and their task was to find the words that were related to aviation and write them down on the given papers. For doing this task they were given 5 minutes. During this time they also had to write the words they found in a correct way. The group which could find more words than the other one would win the game. The game finished successfully. Because the number of words that were found and written correctly were the same in both groups.
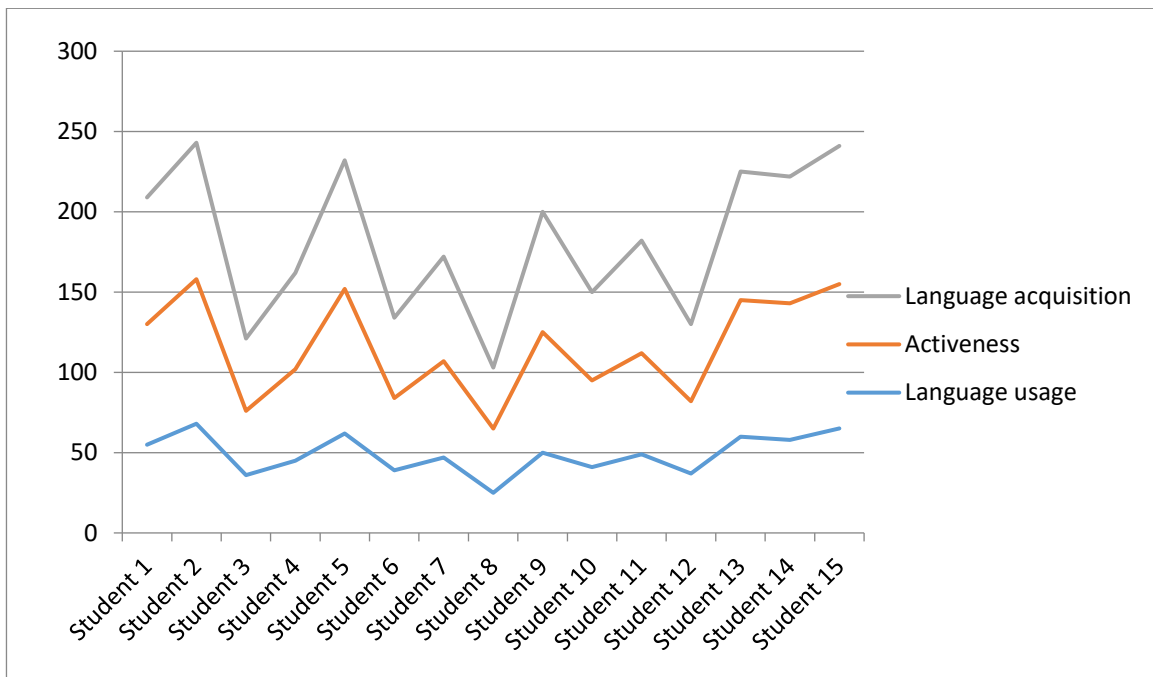
In my personal experience, I observed that if they are given the chance to play games, they will definitely decide to be involved in games in every lesson. During the experiment all of the pupils tried to be active, to use language more than their opponents and they were fully engaged to the lesson. Through this game, pupils were taught to enhance their English level and language acquisition by integrating four skills.

This line chart illustrates the results of 5th grade students who took part in an experiment conducted to analyze the process of teaching vocabulary of aviation according to four main principles namely language acquisition, activeness and language usage. It was observed that children's activeness, language acquisition and language usage reached the highest point than the other traditional classes when they played different interactive games in groups.

Discussion

Some institutions realize that using game is one of the methods that can help students when students are engaged in playing with other students. Therefore, this technique will help in developing their interpersonal skills and their vocabulary. They will be encouraged to speak confidently in the target language. One way to improve students' learning ability is that to make students see pictures or action. This will enable to develop their vocabulary as well as they will enjoy the use games, game activities, and materials (Akdogan, 2017). According to Martinson and Chu (2008), games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.

Huyen (2003) found three advantages of using games to learn vocabulary in the classroom:

a) games add relaxation and fun, so the learners retain words more easily;

b) games involve friendly competition, so it keeps learners interested and motivated;

c) Vocabulary games bring real world context to the classroom.

Moreover, Peterson (2011) states that from the socio-cultural perspective, gaming requires collaborative social interaction in the target language as players assist each other in game tasks and activities. Because of the fact that games are so fun, the player will not mind playing the same spot again for hours until having learned the correct action, and the stories that games tell make the players become emotionally attached to them, and they find and discover new skills or strategies to use how the game ends (Eskelinen, 2012). It is easy to understand that all ideas are the same and they give useful recommendations to apply more in teaching foreign languages.

Conclusion

The integration of different games and methods into language classes assists not only to enhance students' language skills including listening, reading, writing and speaking but also to provide with opportunities to use the learned-vocabulary in real atmosphere to communicate easily with any air traffic controllers, the cabin crew, their future business partners or colleagues at work. As well-designed and interesting games have lots of benefits for students such as making them to be more creative, encouraging them to be active, to communicate with their classmates and friends, keeping them interested and motivated, grabbing their attention and so on. Considering all above-given views and opinions of the scientists, I think that using games for teaching aviation vocabulary is the most beneficial method in language classes and can definitely be applied for 5th grade pupils. Having gained the necessary language and communication skills, students become proficient and confident language users.

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INGLIZ TILI O'QITISHDA HAQIQIY MATERIALLAR VA REALIYALARDAN FOYDALANISH

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Annotatsiya.

Ushbu ish lug'atni o'rgatishda realiya (o'quv qo'llanmalari sifatida hayotdagi narsalar)dan foydalanishning ahamiyati bilan bog'liq. Kirish qismida maqolaning bir qismi tanlangan mavzuning dolzarbligi, maqsadi, amaliy ahamiyati berilgan. Ishda lug'atni o'rgatishda realiyadan foydalanish muhimligiga ishora qiluvchi bir qator dalillar keltirilgan.

Ushbu ishning dolzarbligi o'quvchilarning so'z fondini boyitish va EFL sinfini yanada samarali o'qitish muhiti va uning o'qitishda fon foydalanishini ta'minlash uchun lug'at ko'nikmalarini rivojlantirish yo'lida lug'atni o'rgatishda real faoliyat va haqiqiy materiallarni o'rganishdir.

Kalit so'zlar: faoliyat, kognitiv rivojlanish, sahifalar, kommunikativ til, ELT materiallari, chet tili, bosh o'qituvchi, kirish tilini o'zlashtirish, tilni mustahkamlash, til mazmuni, tilni uzatish.

Абстрактный.

Эта работа посвящена важности использования реалий (вещей в жизни в качестве учебных пособий) при обучении лексике. Во вступительной части статьи приводятся актуальность, цель и практическое значение выбранной темы. В работе представлен ряд аргументов, указывающих на важность использования действительности при обучении лексике.

Актуальность данной работы заключается в том, что реальная деятельность по обучению лексике с целью обогащения словарного запаса учащихся и развития словарных навыков обеспечивает более эффективную среду обучения в классе EFL, а использование фона в его преподавании - изучение реальных материалов.

Ключевые слова: деятельность, познавательное развитие, страницы, коммуникативный язык, материалы ELT, иностранный язык, классный руководитель, овладение входным языком, языковое закрепление, языковое содержание, языковой перенос.

Abstract.

This work is concerned with the importance of using realia (things in life as teaching aids) in teaching vocabulary. In the introduction part of the article, the relevance, purpose, and practical importance of the selected topic are given. The work presents a number of arguments that point to the importance of using reality in teaching vocabulary.

The relevance of this work is the real activity in teaching vocabulary in order to enrich students' vocabulary and develop vocabulary skills to provide a more effective learning environment of EFL classroom and its use of background in teaching. is the study of real materials.

Key words: activity, cognitive development, pages, communicative language, ELT materials, foreign language, head teacher, acquisition of input language, language reinforcement, language content, language transfer.

Kirish

Hozirgi vaqtda o'qituvchilar kommunikativ yondashuvdan foydalanadilar, lekin haqiqiy va real materiallardan (to'g'ridan-to'g'ri usul) va boshqalardan foydalanadilar, lekin biz darsda musiqa, filmlar va dramalardan foydalanishni va doimo o'quvchilarimiz bilan muloqot qilishni unutmasligimiz kerak. Haqiqiy materiallar tilning madaniy sharoitlarda haqiqiy qo'llanilishini aks ettiradi.

Ular o'quvchilarning qiziqishlari yoki ehtiyojlariga qarab tanlanishi mumkin.

Ular, tabiiyki, talabalarni yaxshiroq o'quvchi va tinglovchi bo'lishga undaydi. Ular hayajonni uyg'otadi, muntazam ravishda tanaffusni ta'minlaydi va talabalarni rag'batlantiradi. O'quvchilar foydali maqsadga xizmat qiladigan tilni eshitadilar, o'qiydilar va ishlab chiqaradilar. Haqiqiy materiallarni tanlang:

Talabalarning qiziqishlari va til bilimlariga moslash.

Ingliz tilini o'rganuvchilarning eng ko'p eshitish va ishlatish uslubini aks ettiring.

Yaxshi sifatli video, ovoz, chop etish va grafikadan foydalaning. Sinfdagi haqiqiy faoliyatni taqlid qiling. Lug'at va to'rtta ingliz tili yo'nalishini o'rganishni so'rang, bu talabalarga amaliy tajriba berish orqali kinestetik o'rganishni yaxshilaydi. Bu vizual o'rganuvchilarga yordam beradi. Chet tilini o'rganish barcha talabalarning o'quv dasturidagi eng muhim talablardan biri bo'lib, ular istalgan sohada ixtisoslashishga qaror qiladilar.

Darhaqiqat, dunyoda eng ko'p gapiriladigan tillardan biri bu ingliz tilidir. Ingliz tili kundalik hayotimizning turli jabhalarini rivojlantirish va tushunish zaruriyatiga aylandi, masalan: televizor ko'rishda, kitob, jurnal o'qishda, internetda ma'lumot qidirishda, ovqat nomlari bilan tanishishda. Natijada ingliz tili paydo bo'ldi va barcha darajadagi maktab dasturlarining bir qismiga aylandi. Bundan tashqari, hozirgi vaqtda ingliz tili o'qituvchisi bo'lish nimani o'z ichiga oladi? Ta'lim jarayoniga ta'sir qiluvchi ko'plab omillar mavjud: o'qituvchilar talabalarga bilim berishda foydalanadigan metodologiya, o'qituvchilar tilni o'rgatishda foydalanadigan materiallar, sinf muhiti, o'qituvchilar dars beradigan jadval, o'quvchilarning yoshi, o'qituvchilar tomonidan qo'llaniladigan ta'lim uslublari va talabalar tomonidan qo'llaniladigan ta'lim strategiyalari. Chet tilini o'rganayotgan o'quvchilarning qiziqishlari bolalar, o'smirlar va kattalarnikidan farq qilishini hisobga olsak. Ushbu maqola yosh bolalarni o'qitishga alohida e'tibor beradi. Bolalarga ingliz tilini o'rgatish kattalar, o'smirlar yoki boshqa guruhlarni o'rgatishdan juda farq qiladi. Bolalarni belgilaydigan ba'zi xususiyatlar ularning o'ziga xos xususiyatlariga ega bilim.

Aql-idrok, ko'nikmalar, his-tuyg'ular, xabardorlik, ijodkorlik, maqsadlar, orzular, qiziqishlari, ko'proq o'z ta'lim uslublari. Ingliz tilini o'rgatishda e'tiborga olinishi kerak bo'lgan jihatlar, sinfda yosh bolalarga dars berishda paydo bo'ladigan ehtiyojlardan tashqari. O'quvchilardan tashqari uslublardan tashqari, o'qituvchilar e'tiborga olishlari kerak bo'lgan boshqa muammolar ham bor, masalan (muassasa taqdim etadigan dastur, usullar, materiallar), bu o'quvchilar ingliz tilini o'rganishda duch keladigan ba'zi qiyinchiliklar. Bolalar uchun chet tilining qadr-qimmatini tushunish muloqotning aniq afzalliklariga ega va bolalar uchun bu tilni o'rganish va o'ynashning eng oson vaqti. O'yinlar va turli xil manbalar boshqa tilni tushunish va bolalar uchun foydali bo'lgan kontekstlarni yaratish uchun katta ahamiyatga ega bo'lgan bu yoshda. O'yinlardan foydalanish bolalarga haqiqiy dunyo uchun hayotni mashq qilishga yordam beradi va ularga vaziyatlarni sinab ko'rish imkoniyatini beradi, ular bilan kurashishni o'rganishadi. Reilly va Warhol [1:9] o'yinlar kontseptual ongni, jismoniy muvofiqlashtirish ijodkorligini va ijtimoiy mahoratni rivojlantirishga yordam berishini ta'kidladi.

Maktabgacha yoshdagi bolalarda; bolalar sinfda qiladigan oddiy kundalik ishlarimizda juda ko'p tillarni o'zlashtira oladi: Salomlashish, ko'rsatmalar, ularning muvofiqlashtirishni rivojlantiradi, rasmlari yanada taniqli va batafsilroq bo'ladi, shuningdek, kesish, yopishtirish va hokazolarni o'z ichiga olgan oddiy harakatlar qilishni o'rganadilar. Vygotskiyning fikriga ko'ra, bola odamlar bilan to'la dunyoda faol o'quvchidir, bu odamlar bolalarga o'rganishga yordam berishda muhim rol o'ynaydi, Kemeronni o'ynab gaplashayotganda ob'ektlar va g'oyalarni ularning e'tiboriga olib keladi [2:6]. Bularning barchasi til o'rgatishda bolalarning maktabgacha ta'lim muassasalarida odatda bajaradigan, til o'rganishga moslashtirilgan faoliyat turiga urg'u beriladi; Vygotskiyning ta'kidlashicha, maktabda chet tilini o'rganish ona tilida allaqachon yaxshi rivojlangan jarayon va ma'noni o'z ichiga oladi va faqat ularni tarjima qiladi. Qo'shiqlar, qo'shiqlar, qofiyalar, hikoyalar, chizmalar, rang berish, kesish, yopishtirish, o'yinlar, boshqotirmalar, kiyinish, ular bilan harakat qilish, yangi tilni o'rganish ko'nikmalarini rivojlantiradigan mashg'ulotlar juda yosh o'quvchilar uchun eng mos keladi. Uillis [3:5] til o'rganishni ongli jarayon sifatida belgilaydi, chunki o'quvchilar o'z ona tilidan foydalangan holda tilni ongli ravishda tahlil qilishga va tushunishga harakat qilishadi. Chet tilini o'rganish o'qituvchilar tomonidan qo'llaniladigan o'qitishning talaffuz usullari va ingliz tilini o'rganish uchun maxsus material bilan bog'liq. Chet tilini o'rgatishda bolalar odatda "maktab fanlari" sifatida o'qitiladigan muloqot qobiliyatidan foydalanadilar va muloqotning maqsadi so'z boyligini tushunishdir. Boshqa odamlar bilan muloqot qilish uchun so'nggi o'n yilliklarda bizning mamlakatlarda ingliz tilini o'rgatish muammosi ko'paydi. Ingliz tilini o'qitish nuqtai nazaridan, tilning o'rgatilgan jihatlaridan biri lug'atdir. Talabalarga lug'atni o'rgatish har qanday ta'lim darajasida juda muhimdir, chunki talabalar o'z fikrlarini, his-tuyg'ularini, his-tuyg'ularini va harakatlarini ifoda eta oladilar. Ehtimol, bolalar bog'chasidagi o'qituvchilarning muammolaridan biri (asosiy daraja) bolalar o'qituvchilarning aytganlarini tushunishlari; ularga adekvat og'zaki muloqot, imo-ishoralar, qo'llari bilan harakatlar qilish, haqiqiy narsalar va materiallardan

foydalanish kerak bo'ladi. O'qituvchilar uchun ingliz tilini o'rgatish uchun muhim deb hisoblangan yana bir omil - bu bolalar uchun o'rganish uslublari, usullari va mos keladigan materiallarni yaxshi tanlash. Ushbu tadqiqot bolalar bog'chasi sinfida so'z boyligini oshirish va yaxshilash uchun haqiqiy va haqiqiy ob'ektlardan foydalanishga qaratilgan. Ilgari lug'atni o'rgatishning an'anaviy strategiyasi so'zlar ro'yxatini oldindan o'rgatish, doskadan ta'rifni ko'chirib olish va bolalar lug'atlardan ta'rif izlab cheksiz soat sarflashni o'z ichiga olgan. Ushbu tadbirlar bolalarni mavzuni aniq tushunishga undamadi. Yaxshiyamki, bolalar bog'chasida ishlaydigan ingliz tili o'qituvchilari o'qitishning turli maqsadlariga ega.

Shuning uchun ushbu loyiha bolalar bog'chasida o'qituvchilarga materiallardan foydalanishga yordam berish uchun yaratilgan. Natijada ushbu loyiha quyidagi jihatlarga asoslanadi: Bolalar bog'chasidagi ingliz tili o'qituvchilariga to'g'ri o'qitish uchun ko'proq material kerak. Va har doim kichik bolalarni o'rgatish uchun aniq materiallardan foydalaning, shuningdek, o'yinlar va qo'shiqlar kabi harakatlarni olish uchun (esda tuting); va nihoyat, bolalarga o'rganganlarini tasvirlashda yordam berishi mumkin. Bolalar bog'chasidagi ingliz tili o'qituvchilari o'z faoliyatini amalga oshirish uchun ko'proq vaqt talab qiladi. Chunki muloqot tildan turli yo'llar bilan foydalanishni o'z ichiga oladi, masalan: ob'ektlar bilan o'zaro ta'sir qilish, tasvirlar va yozuvlarning kombinatsiyasi, harakatlar yoki qo'zg'almas tasvirlar bilan matnlar, shuningdek, haqiqiy yoki xayoliy tajribalarni farqlash. Bolalar turli yo'llar bilan o'rganadilar.

Ushbu loyihaning maqsadi bolalar bog'chasida haqiqiy va haqiqiy materiallardan foydalangan holda lug'atni o'rgatishdir. Har bir narsaning farqlari va o'xshash tomonlari bor, bu holda haqiqiy material va reallik o'rtasidagi farqlar, shuni ta'kidlash kerakki, haqiqiy material chet tilida ifodalangan har qanday yozma yoki og'zaki ma'lumotdir va u o'qitish maqsadiga ega emas.. Biroq, biz, o'qituvchilar sifatida, ularni haqiqiy tildan foydalanish sifatida darslarimizga moslashtirish uchun foydalanishimiz mumkin. O'qituvchilar sifatida biz o'quvchilarni yozish, tinglash, gapirish, o'qish, grammatika va lug'at bo'yicha ishlash uchun turli mashg'ulotlar va o'yinlar orqali haqiqiy til kontekstiga jalb qilish uchun ijodkorligimizdan foydalanishimiz mumkin. Boshqa tomondan, realiya - bu muayyan ma'noni etkazish uchun sinfimizga olib kirishimiz mumkin bo'lgan narsadir, shuning uchun u haqiqiy ob'ekt, rekvizitlar, ob'ektlar tasvirlari va boshqalar bo'lishi mumkin. Ushbu turdagi materiallar o'qitish va o'rganish maqsadiga ega.

XULOSA

Mening fikrimcha, realiya va haqiqiy material o'quvchilarni darsga jalb qilishlari uchun motivatsion generatordir. Shuni yodda tutish kerakki, darslarni yaxshiroq o'tkazishga yordam beradigan har qanday narsa munosibdir. [4:7] Aniq maqsad Ushbu tadqiqotning asosiy maqsadi talabalarda o'quv jarayonining muhim qismi bo'lgan muloqot qobiliyatini rivojlantirishdan iborat. Shunday qilib, o'qituvchi ba'zi bir haqiqiy materiallardan foydalanishi mumkin, bu bolalar turli faoliyatlarda ijobiy munosabatda bo'lishlari va bu o'qituvchi va o'quvchi munosabatlari nuqtai nazaridan ajoyib bo'lishi mumkin. Bundan tashqari, o'qituvchi lug'atni chet tili sifatida o'rgatish uchun haqiqiy

material yaratishi va o'zlashtirishi mumkin, shunda bolalar ajoyib tasavvurga ega bo'ladilar va ular fantaziya va haqiqatda faoliyat yaratishlari mumkin. Darhaqiqat, o'qituvchi o'qitishda haqiqiy materialning afzalligini ko'rsatishi mumkin edi.

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INTERNATIONAL STANDARDS OF TEACHING AND ASSESSING ENGLISH LANGUAGE IN CLASSROOM

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Annotatsiya

Ingliz tilini o'qitish va baholashning global landshafti dinamik bo'lib, o'quvchilarning o'zgaruvchan ehtiyojlari va globallashgan dunyo talablariga javob berish uchun doimiy ravishda rivojlanib boradi. O'qitish amaliyoti va baholashning inklyuziv, moslashuvchan va madaniy jihatdan sezgir bo'lishini ta'minlash butun dunyo bo'ylab o'quvchilarga sifatli ingliz tili ta'limi berish uchun hal qiluvchi ahamiyatga ega. Global ingliz tili ta'limiga nisbatan moslashuvchan, inklyuziv va madaniy jihatdan sezgir yondashuvlar zarurligini tan olgan holda, bir nechta asosiy yo'nalishlar qo'shimcha tadqiqotlarni talab qiladi. Ular orasida ta'limdagi bo'shliqlarni bartaraf etishda texnologiyaning roli, til ta'limida madaniyatlararo kompetentsiyaning ahamiyati, inklyuziv ta'limni rivojlantirish strategiyalari va ingliz tilini o'qitish (ELT) standartlarining kelajakdagi yo'nalishi kiradi.

Annotation

The global landscape of English language teaching and assessment is dynamic, continually evolving to meet the changing needs of learners and the demands of a globalized world. Ensuring that teaching practices and assessments are inclusive, adaptable, and culturally sensitive remains crucial for providing quality English language education to learners worldwide.

In recognizing the necessity for more adaptable, inclusive, and culturally sensitive approaches toward global English language education, several key areas warrant further exploration. These include the role of technology in bridging educational gaps, the importance of intercultural competence in language education, strategies for promoting inclusive education, and the future direction of English language teaching (ELT) standards.

Аннотация

Глобальный ландшафт преподавания и оценки английского языка динамичен и постоянно развивается, чтобы удовлетворить меняющиеся потребности учащихся и требования глобализированного мира. Обеспечение того, чтобы практика преподавания и оценки были инклюзивными, адаптируемыми и учитывающими культурные особенности, по-прежнему имеет решающее значение для обеспечения качественного образования английского языка для учащихся во всем мире. Признавая необходимость более адаптируемых, инклюзивных и учитывающих культурные особенности подходов к глобальному образованию английского языка, несколько ключевых областей требуют дальнейшего изучения. К ним относятся роль технологий в преодолении разрыва в образовании, важность межкультурной компетентности в языковом образовании, стратегии продвижения инклюзивного образования и будущее направление стандартов преподавания английского языка (ELT).

Key words: globalization, blended learning, digital literacy, inclusive pedagogy, global English, critical thinking, problem-solving skills, eco-linguistics, emotional intelligence, corpora, gamification, decolonizing, digital divide, hybrid models, language assessment

The standards for teaching and assessing the English language internationally are designed to ensure that learners across the globe receive a high-quality education in English that prepares them for a range of communicative needs. Nguyen and Smith (2021) mention these standards are set to provide a consistent framework for curriculum development, instructional practices, and assessment methods [pp. 45-67]. Two key organizations that set such standards are the Common European Framework of Reference for Languages (CEFR) and the International English Language Testing System (IELTS).

The CEFR is widely used across Europe and globally. According to Patel and Gomez (2020) it provides a common basis for the elaboration of language syllabuses, curriculum

guidelines, exams, textbooks, etc. across Europe [pp. 113-138]. Its main aim is to provide a method of learning, teaching, and assessing which applies to all languages in Europe. The CEFR describes foreign language proficiency at six levels: A1 and A2 (Basic User), B1 and B2 (Independent User), and C1 and C2 (Proficient User). It facilitates a comprehensive, transparent, and coherent approach to language learning and teaching, encompassing: Language skills: Reading, writing, speaking, and listening. Can-do statements: Practical descriptions of abilities at each level. Assessment benchmarks: To ensure learners meet the same standards across different regions and contexts.

IELTS is an international standardized test of English language proficiency for non-native English language speakers. It provides a reliable measure of a candidate's ability across four language skills: listening, reading, writing, and speaking. IELTS is accepted by most academic, training institutions, and professional bodies in English-speaking countries. It is also recognized by many organizations in non-English speaking countries where English is a language of communication.

TESOL International Association (Teachers of English to Speakers of Other Languages) is another key player, which focuses on English language teaching to speakers of other languages. They offer a broad range of standards and frameworks for pre-K–12 schools, intensive English programs, and higher education. These standards cover domains such as: Planning, implementing, and managing instruction, Assessment, Cultural competence, Professionalism and collaboration

Li, M. and Thompson, S. (2019) say that in teaching and assessing English, diverse are used, including: Continuous assessment: Evaluates students' progress throughout the course, incorporating various forms of evaluation like projects, presentations, and participation [pp. 85-102]. Standardized testing: Such as TOEFL, IELTS, and Cambridge English exams, provides benchmarks for evaluating proficiency. Performance-based assessment: Focuses on real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Singh (2018) says while these standards and assessments offer a robust framework for English language education globally, it's essential to consider cultural and linguistic diversity in their application[pp. 204-222]. Educators and institutions often adapt these standards to fit the local context, ensuring relevance and accessibility for all learners.

International standards for teaching and assessing the English language play a critical role in global education, providing clear, consistent benchmarks for learners and educators worldwide by adhering to these standards, educators can help ensure that learners achieve a high level of English language proficiency, equipping them for success in a globalized world.

Morales and Rodriguez (2018) expanding on the framework and application of international standards for teaching and assessing the English language, it's worthwhile to

delve into additional aspects such as the variation in these standards, technological integration, professional development for teachers, and the challenges encountered by learners and educators in non-English speaking regions [pp. 157-173].

Different countries and educational institutions often adapt international English teaching and assessment standards like CEFR and IELTS to suit their specific educational needs and cultural contexts. For instance, an English language program in Asia might incorporate local cultural elements and real-life scenarios that students are likely to encounter in their daily lives, alongside the more universal aspects of the English language covered by international standards. This blending ensures that the learning is both globally relevant and locally applicable, enhancing student engagement and practical language use.

Tanaka and Green (2022) technological advancements have dramatically affected how English is taught and assessed [pp. 90-115]. Digital resources, online platforms, and language learning apps offer interactive and personalized learning experiences, enabling students to practice language skills at their own pace and according to their personal learning style. Online assessments and proficiency tests have become more prevalent, offering adaptive testing mechanisms that adjust to a candidate's ability level in real-time, providing a more accurate reflection of their English language proficiency.

To effectively implement international standards, teachers need ongoing professional development. There are various professional development opportunities, including workshops, online courses, and certification programs, focused on the latest pedagogical strategies for teaching English as a second or foreign language. These resources help teachers stay current with best practices and research in language teaching, assessment strategies, and the integration of technology in language education.

Implementing international standards in non-English speaking countries presents unique challenges:

- Language Barrier: In countries where English is not widely used outside the classroom, students may have limited opportunities to practice English in real-life situations, hindering their ability to develop conversational and communicative skills.

- Resource Limitations: Access to quality teaching materials, trained teachers, and technological resources can be limited, affecting the quality of English language instruction.

- Cultural Differences: Standardized tests and methods developed in Anglophone countries may not always align with the cultural norms and learning styles of students in other regions, potentially affecting student engagement and outcomes.

Educators and policymakers are finding innovative ways to address these challenges:

- Language Immersion Programs: Creating immersive language learning experiences within the classroom and encouraging engagement with English media outside can improve language proficiency.

- Teacher Exchange Programs: These programs can provide local teachers with firsthand experience in English-speaking environments, enhancing their teaching skills and cultural understanding.

- Customized Learning Materials: Developing teaching materials that reflect the local culture and realities of the students can make learning more relevant and engaging.

Technology plays a pivotal role in democratizing access to English language learning. Online platforms, apps, and digital resources can provide learners in remote or underserved areas with access to quality education resources. For instance, Massive Open Online Courses (MOOCs) offer English language courses from basic to advanced levels, often for free or at a low cost, making high-quality language instruction more accessible. Moreover, virtual reality (VR) and augmented reality (AR) technologies offer immersive experiences that simulate real-life conversations and scenarios, enabling learners to practice English in a contextualized and interactive manner.

Intercultural competence, the ability to communicate effectively and appropriately with people of other cultures, is increasingly recognized as a critical component of language education. Teaching methods that incorporate intercultural competence focus on understanding cultural diversity, fostering empathy, and building communication skills that transcend linguistic proficiency alone. This approach enriches the learning experience by preparing students not only to speak English but to engage meaningfully with diverse communities around the globe.

Accessibility and inclusivity in English language learning involve adapting teaching materials and methods to accommodate learners' diverse needs, including those with learning disabilities, non-traditional learners, and economically disadvantaged students. One strategy is the use of Universal Design for Learning (UDL), which provides multiple means of representation, expression, and engagement to support learning styles. Additionally, teacher training programs that emphasize adaptive teaching strategies and cultural sensitivity can equip educators to address the diverse needs of their students, ensuring that every learner has an opportunity to succeed.

The future of English language teaching and assessment standards is likely to emphasize greater flexibility, cultural relevance, and integration of digital technologies. As the global landscape evolves, so too will the approaches to language teaching and learning. Future standards may:

- Emphasize multilingualism: Recognizing the value of learners' native languages in the language acquisition process and promoting multilingual competencies.

- Incorporate digital literacy: As digital communication becomes increasingly prevalent, future standards may place a greater emphasis on digital literacy alongside traditional language skills.

- Adopt more personalized learning approaches: Utilizing data analytics and AI, educational platforms could offer more personalized learning experiences, tailoring instruction to individual learner profiles and needs.

Davies and Chapelle (2019) landscape of international English language teaching and assessment is complex, reflecting the intricate interplay between language, culture, and identity [pp. 72-89]. As educators, policymakers, and language professionals continue to navigate these waters, the focus must remain on fostering inclusive, accessible, and culturally responsive education. By leveraging technology, prioritizing intercultural competence, and embracing the evolving nature of language education, the global community can work toward more equitable and effective English language education for all learners.

One significant area of discussion in ELT is the recognition and incorporation of "Global Englishes" into teaching practices and materials. This approach acknowledges the existence of various forms of English around the world, moving beyond traditional native-speaker models (predominantly based on British and American English) to embrace the linguistic and cultural diversity of English users globally. Integrating Global Englishes into the curriculum can help develop learners' communicative competence in international settings and foster a more inclusive attitude towards different English varieties and accents.

Khan and Lee (2017) say that the adoption of critical pedagogies in ELT is another emerging trend aimed at empowering learners by encouraging them to question and critique the cultural and political implications of language use [pp. 43-65]. Through critical engagement with texts and discourse, students can develop a deeper awareness of social issues, power dynamics, and their own identities as English speakers. This approach not only enhances language skills but also prepares learners to navigate and contribute to a multicultural and plurilingual world.

While international standards like the CEFR and IELTS provide valuable benchmarks for English language proficiency, there is an ongoing challenge in balancing the need for standardization with the benefits of personalized learning. Personalized learning acknowledges that each student has unique needs, preferences, and learning paths. Adaptive learning technologies, powered by artificial intelligence (AI), offer promising solutions by creating customized learning experiences that can adjust content, pace, and difficulty based on individual learner profiles. However, integrating personalized learning within the framework of standardized assessment presents logistical and pedagogical challenges that educators and policymakers continue to address.

O'Neill and Barnes (2021) the concept of sustainability in ELT encompasses environmental, economic, and social dimensions [pp. 36-58]. As concerns about global sustainability issues grow, there is an increasing call for ELT to contribute to the education of environmentally aware and socially responsible citizens. This involves integrating themes of sustainability into language lessons, using environmentally friendly resources, and adopting teaching practices that promote critical thinking about global challenges. Furthermore, digital ELT solutions can support sustainability by reducing the need for physical materials and facilitating remote learning, though this also raises questions about digital equity and access.

Romero and Johnson (2020) as the field of ELT evolves, it continues to grapple with the dual goals of promoting global communication and respecting linguistic diversity and cultural identities [pp. 98-120]. The future of ELT will likely be characterized by ongoing debates about the roles of English in the world, the ethical implications of language teaching and learning, and the best ways to assess and certify language proficiency in an increasingly complex global context.

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USE OF MIXED METHODS IN FOREIGN LANGUAGE TEACHING

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Abstract

This article describes the use of interactive methods in teaching foreign languages, traditional methods, mixed methods and non-traditional methods, their specific features. The mixed method in the study of a foreign language is considered as an example.

Keywords*:* methodology, innovation, foreign language, communication, skills, qualifications, didactics, intercultural communication.

I. Introduction

The development of modern education has led to a new direction of innovative pedagogy. Innovative - means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by American researcher E. Rodgers. He studied the classification of participants in the innovation process, their attitudes to innovation, and more. In science, the concepts of novelty and innovation are different. "Innovation" means a tool, a new method, technique, technology. Innovation is a process of education that develops in certain stages. The development of world science is accelerating day by day. It is this positive development that has affected our country. Advanced innovative technologies are being introduced into the world of science. As a result, the President's announcement of this year as the "Year of Youth Support and Public Health" has further increased the responsibility of the youth of our country. It is safe to say that the widespread introduction of advanced, modern and innovative technologies in the field of education has opened a wide range of opportunities and milestones for young people learning a foreign language.

Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in a natural environment, in the family, in the community, or in an organized way. Knowledge of linguistic phenomena is taught in theory. Knowledge of languages, especially multilingualism, is of great importance in today's world of international relations. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. Mother tongue is the

first language that plays a special role in the formation of thinking. When it comes to a second language, it is considered the language of brothers and sisters of other nationalities.

The subject of the methodology is the process and methods of teaching through a foreign language, the science of foreign language teaching, the study of teacher and student activities.

Basic concepts of methodology - method, method, principle. Didactics - what do we teach? is the content of teaching. Methodology - how do we teach? teaching methods and techniques. The concept of method is derived from the Greek-Latin word metodos - "method", which means a way to a specific goal. The narrow and broad meanings of the term can be found in various literatures. The term "methodology" in a narrow sense refers to a concept related to the specific teaching process of education. It is interpreted as a managed learning process that includes instructions related to lesson planning and preparation of teaching materials. The term "method" in a broad sense refers to the selection, stratification, and distribution of teaching materials.

A foreign language teaching method is a set of teacher and student activities that ensure the achievement of practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean "a set of teaching methods" and "direction of education". The first is used in the theory of education in the sense of process methods, the second sense can be found in works on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method, the comparative method, the traditional method, the intensive method, and so on.

The method of translation is mainly in two forms, called grammar-translation and text-translation methods. From the point of view of grammar-translation method, a foreign language is studied for general educational purposes. Grammar exercises are designed to develop the learner's logical thinking. Explaining grammatical knowledge is considered to be the main goal of education. The main principles of this method are:

1. Language learning is based on written speech.

2. The subject of study is grammar, and the vocabulary is chosen accordingly. Grammar exercises were the main way to work.

3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules.

4. The grammatical form and meaning of the words are revealed through literal translation.

5. Language material is mastered through literal translation and dry memorization.

6. Limited to individual memorization of words outside the context.

Method without translation

Various aspects of this method have been known throughout history. They can be divided into two main groups: natural and correct methods. Learning a foreign language in a natural way should be similar to learning a native language. The idea that the main

purpose of the method is to learn to read and write by learning to speak a foreign language is formed for practical purposes. The most important of the principles included in the natural method is to create a language environment. There are different approaches to the practical application of the proposed methodological principles. This can be clearly seen in the creative work of the representatives of the method.

The goals of listening comprehension have changed. Telling and controlling what he heard also took on a different tone. This method, depending on the purpose, distinguishes the following types of listening comprehension:

●Understand the main content of the text in the broadest sense, without paying attention to some details;

● This method is used when accurate information is important, such as the need for weather for a particular location, the announcement of train arrivals and departures, and so on.

It is precisely this knowledge that we retain in our minds, the study of information in communicative didactics, which, from the concept of 'communication', is semantically intertwined with the term 'intercultural communication'.

The term intercultural communication is now widely used in foreign language teaching methods. It is this concept that we can use in a variety of contexts. In fact: Intercultural communication is the dialogue between people of different cultures about their social origins, mentality, national character, lifestyle, customs, value system, and so on. In this process, students should be educated and developed in the spirit of respect, tolerance for the culture of the country being studied, and a correct understanding of the culture of another country.

In order for a teacher to be successful, not only subject, pedagogical and psychological knowledge, but also another special feature - communication skills and competencies - are absolutely necessary.

Pedagogical communication is a interaction between a teacher and a student, which is based on the exchange of information, primarily educational information, helps to understand the partner of pedagogical communication, as well as to carry out collaborative activities. Information is conveyed both verbally and verbally. The teacher should play a key role in the pedagogical communication process and be a role model for the students. This is judged by its communicative culture.

The communicative culture of the teacher is a professional-pedagogical dialogue with the subjects of his educational process. can unconditionally ensure the achievement of their goals. The social significance of communicative culture is that the teacher who masters it can create a positive psychological climate in the interaction of all subjects of the educational process, implement the important principles of modernization of education - humanism and democratization. The personal significance is that the educator with a

communicative culture has high self-confidence, enjoys the communication built with the pupil, feels free in the chosen work activity.

A number of personal qualities required for a culture of pedagogical communication include honesty, openness, self-control, assertiveness, sincerity, perseverance, endurance, and tactics. The teacher needs to shape not only their communication skills, but also the intercultural communication of the students. The teacher is required to have a good knowledge of the psychology of students, their social views, the process of socialization. It is important to note that the success or failure of pedagogical, intercultural communication ultimately depends on what approach the educator chooses and how he or she can apply it in practice. Not only sound education but his alertness and dedication too are most required. Of course, this result can be achieved only through the correct organization of the lesson, the widespread use of advanced, modern innovative technologies. The innovative activity of the educator includes the analysis and evaluation of innovation, the formation, implementation and analysis of the goals and concepts of future actions, the evaluation of effectiveness. From all the above considerations, it is clear that in order to achieve such positive results, the educator must resort to the next step in foreign language teaching, ie "exercise technology", and its practical application leads to the acquisition of knowledge and skills..

Learning a foreign language is a multifaceted discipline, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, comparative teaching of a foreign language with the native language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methods and technologies play an important role in learning a foreign language. There are different methods of methodological science in the organization of the lesson. The most widely used methods of foreign language teaching are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related and complementary. Because the science of methodology is related to the science of didactics, the study of a foreign language is based on communicativeness, and the method of communicative didactics emerges.

In the process of applying the method of communicative didactics, the teacher's method of forming intercultural communication is also formed. Learning a foreign language helps you to learn the culture of another country. Exercise technology is important for learning a foreign language. Exercise is the best way to master all the knowledge. Exercise has a positive effect not only on foreign language teaching, but also on the acquisition of knowledge in all areas. The effective organization of the lesson, in which the role of pedagogical activity and modern pedagogical technologies is invaluable. It is important to organize the process of learning a foreign language with a

communicative approach, to bring the next stage to the level of intercultural communication, and to achieve such results, the last step is to pay attention to "exercise technology". In order to effectively organize the process of teaching a foreign language, it is necessary to acquire knowledge of modern pedagogical information and communication technologies.

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SINF RAHBARI FAOLIYATIDA O'QUVCHILARNI PEDAGOGIK O'RGANISH PEDAGOGIK MUAMMO SIFATIDA

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Annotatsiya. Maqola dolzarb bo'lib, sinf rahbari faoliyatida o'quvchilarni pedagogik o'rganish masalalari haqida ma'lumotlar keltirilgan. Shuningdek, o'quvchilarni o'rganish bilan sinf rahbari uning individual xususiyatlari bayon qilingan.

Kalit so'zlar. O'quvchi, pedagogik o'rganish, bilim, ko'nikma, malaka, ta'lim-tarbiya.

Ta'lim inson kapitaliga, raqobatbardosh va zamonaviy kadrlar tayyorlashga yo'naltirilgan soha bo'lib, jamiyat taraqqiyotining asosiy omillaridan biri sifatida qaraladi. Ta'lim tashkilotlarini zamonaviy ruhda isloh qilish,ta'lim sub'ektlari o'rtasida samarali hamkorlik tizimini yaratish bugungikunning talabidir.

Kelajak avlodga zamonaviy ta'lim berish, ularda yuksak ma'naviy fazilatlarni shakllantirish, turli xil shakl va mazmundagi tahdid va xurujlardan saqlanish ko'nikmalarini qaror toptirish ota-onalar, o'qituvchilar-murabbiylar va tarbiyachilar zimmasiga tushadi.

O‘zbekiston respublikasi prezidenti shavkat mirziyoyev "hozirgi vaqtda yoshlar tarbiyasi biz uchun dolzarb va o‘z ahamiyatini hech qachon yo‘qotmaydigan masala bo‘lib qolmoqda" deya aytgan so‘zlari orqali har bir inson tarbiya "ma'naviyatning o‘chogi" ekanligini, u jamiyatda yoshlarning ma'naviy-axloqiy sifatlarini tarbiyalash milliy qadriyatning yuksalishida muhim omil bo‘la olishini anglashi zarur.[13]

Ta'lim-tarbiya jarayonini boshqarish, sinfda ahil jamoani shakllantirish, qobilyatini to‘liq namoyon etishi uchun o‘quvchilarga zarur sharoit yaratishda sinf rahbarining o‘rni katta. Chunki u yoshlar taqdiriga daxldor xalqlar, ota-onalar, fan o‘qituvchilari, maktab psixologi, umuman, har bir mas'ul odamning ta'lim-tarbiya maqsadlarini birlashtiruvchi asosiy vositachidir.

Yoshlarda borliqni anglash, fan sirlarini egallash, kelajakda yetuk shaxs bo‘lish ishtiyoqi kuchli. Ammo maqsadga qay yo‘l bilan erishish lozimligi xususida yetarli tajribaga ega bo‘lmaganlari bois ularni to‘g‘ri yo‘lga boshlash lozim. Buning uchun, avvalo, sinf rahbari o‘quvchilarga shaxsiy namuna bo‘lsin. Chunki bola muallimning xatti-harakatlarini doimo kuzatib yuradi, shaxsiy hayotiga qiziqadi.

Eng qadimgi davrlardagi ta'lim - tarbiyaga oid ma'lumotlarni biz xalq og‘zaki ijodi namunalari - qahramonlik eposlari,afsonalar, maqol va qo‘shiqlarda ham ko‘ramiz.

Avvalo pedagogikaning nazariy kurtaklari falsafa negizida paydo bo‘ladi. Ta'lim-tarbiya masalalari hamisha mutafakkir, yozuvchi, olimlar xayolini band qilib kelgan. Ular o‘zlarini bola tarbiyasi, ularni barkamol inson qilib tarbiyalash haqidagi yorqin mulohazalari bilan pedagogik fikrlar ravnaqiga ulush qo‘shganlar. Ta'lim oluvchilar shaxsini har tomanlama o‘rganish, ta'lim- tarbiya jarayonini tashkil etishning o‘ziga xos usul va tizimlarini ishlab chiqish har doim ham sharq va g‘arb olimlarining diqqat markazida bo‘lgan masala desak mubolag‘a bo‘lmaydi.

Kamoliddin Husayn Voiz ali-Koshifiyning "Axloqi Muhsiniy" asarida bolalar tarbiyasida maktab va muallimning alohida o‘rni borligini ta'kidlab shunday yozadi:"Murabbiy nasihat va ta'lim berishda lutf va odob qoidalariga rioya qilishi zarur, jamoatchilik joylarida unga pand berish yaramaydi balki xilvat joyda bolaga gapirish zarur.Agar nasihat berish fursati kelsa unga muloyimlik bilan murojaat qilish lozim,chunki bizning zamonamizda muloyim va xushfel bo‘lish maqsadga muvofiqdir"[14]

Yuqorida keltirilgan ushbu fikrlardan shuni bilishimiz mumkinki qomusiy olimlarimiz ham o‘quvchilarga ta'lim,tarbiya berishda avvolo bola shaxsiga hurmat bilan yondashish zarurligini takidlaydilar.Tarbiyada bola qiziqish va mayllarini hisobga esa olish muhim ro‘l o‘ynaydi.

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[13] Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – Toshkent: "O'zbekiston" NMIU, 2017.

[14] Xoshimov K. Pedagogika tarixi Oliy o'quv yurtlari va universitetlar talabalari uchun o'quv qo'llanma. – Toshkent, O'qituvchi, 1996, - 191-bet

O`quvchilarni pedagogik o'rganish va undan to`plangan ma`lumotlar umumiylik va nisbiylik kasb etishini unutmaslik lozim. Shuning uchun ham tasodifiy va shoshilinch xulosalar chiqarmaslik kerak. O`quvchilar xulq-atvoridagi tashqi jihatdan bir xildagi voqea-hodisalar turli sabablarga ko`ra sodir bo`lishi mumkin.

O`quvchilarni kuzatish davomida, ayniqsa ularning ba`zi bir xatti-harakatlarini baholashda ularning keltirib chiqargan sabablarini aniqlab olish juda muhimdir. Masalan, o`quvchi darsga kechikib keldi, deylik. Sinf rahbari uni darsga qo`yishdan oldin vaziyatni aniqlab olishi maqsadga muvofiqdir. Bu holatda balki ota-ona aybdordir, balki u ko`r kishini ko`chadan o`tkazib qo`ygandir, balki yo`lda ag`anab tushib, kiyimlarini qayta almashtirib kelgandir.Hayotda hamma narsa bo`lishi mumkin. Buni inkor qilib bo`lmaydi.

Ba`zan o`quvchi o`qituvchining gaplarini e`tiborsiz tinglaydi. Bu o`qituvchida narozilik uyg`otadi va u haq. Bunday holatda balki uning oilasida notinchlik bo`lgan,shuning uchun diqqatini jamlay olmayot bo'ishi ham mumkin.

Tarbiyaviy tizimining eng muhim tashkil etuvchilaridan biri – bu shaxsni insonparvarlikka, mustaqillikka, ijodkorlikka, o'zini qadrlay bilish va o'zgalarga hurmat qilishga o'rgatishdan iboratdir.Tarbiyaviy tizim asosiga biz insonparvar psixologiya, pedagogika tamoyillari qo'yamiz.

Hozirgi vaqtda o'quvchilarni jamiyat rivojlanishining ijtimoiy-iqtisodiy va siyosiy tendensiyalari bilan muntazam tanishtirib borish o'ta muhimdir. Bu ularning o'z hayoti yo'lini erkin tanlashga imkoniyat yaratadi. Demak, yangi maqsadlarga muvofiq holda o'quv-tarbiyaviy jarayonini tashkil etish usullari ham o'zgaradi. Tarbiyaviy tizimining eng muhim tashkil etuvchilaridan biri – bu shaxsni insonparvarlikka, mustaqillikka, ijodkorlikka, o'zini qadrlay bilish va o'zgalarga hurmat qilishga o'rgatishdan iboratdir.Tarbiyaviy tizim asosiga biz insonparvar psixologiya, pedagogika tamoyillari qo'yamiz.

Tarbiyaviy ishlarni tashkil etishning ustivor yo'nalishlari quyidagilar hisoblanadi:

• o'quvchilarning qiziqishi-xohishiga qarab ta'lim muassasasi va undan tashqarida tashkil etilgan turli xil uyushmalarga jalb etish;o'quvchilar ishtirokida muntazam ravishda har xil ma'naviy-ma'rifiy tadbirlar o'tkazish;

• fan to'garaklar, texnik yo'nalishdagi to'garaklar va amaliy ijodkorlik mazmunini o'zgartirish;

• badiiy-estetik birlashmalarni tashkil etish va rivojlantirish;

• ta'lim muassasasi faoliyatini demokratlashtirish asosi sifatida o'z-o'zini boshqarishni rivojlantirish.

Ta'lim muassasasida guruh rahbari, ma'naviy-ma'rifiy ishlar bo'yicha rahbar o'rinbosari, o'qituvchi-pedagoglar, tarbiyachilar o'quvchi yoshlarni tarbiyalashda asosiy mas'ullar hisoblanadi. Ular o'quvchi yoshlarning alohida xususiyatlarini, hayot sharoitini o'rganadi va tahlil etadi, o'quvchilar jamoasining rivojlanishi borasida prognoz qiladi, ular shaxs sifatida o'z-o'zini yo'lini belgilashga yordam beradi.

O‘quvchi shaxsini o‘rganishda har doim ham pedagog va psixolog olimlarimiz diqqat markazida bo‘lgan.Hususan K.Hoshimov va S.Nishonovalar "Pedagogika tarixi" darsligida o‘quvchilarga ta'lim tarbiya berish barcha davrlarda qanday amalga oshirilganligi haqida ma'lumot berilgan.[15]

M.O‘.Asqarova va M.Xayitboyevlarning "Pedagogika" darsligida o‘quvchilarni o‘rganishda "Oila, mahalla,maktab hamkorligi" konsepsiyasi asosida amalga oshirishning samaradorligi to‘g‘risida fikr yuritlgan bo‘lib,unda oila,mahalla,maktabning vazifalari ajratib ko‘rsatilgan Oila, mahalla, maktab hamkorligi quyidagi tamoillarga va bosqichlarga amal qilganda samaradorlik yuqori bo‘ladi deb ko‘rsatilgan.

- ta'lim va tarbiya sohasida hamkorlik jarayoni ishtirokchilari harakatlarinig ish birligi;
- tarbiya jarayonida o‘quvchiga hurmat va talabning ;
- o‘qituvchi va o‘quvchi hamkorligida tomonlarning huquqi va burchlari;
- ta'lim-tarbiya jarayonida davlat va millat manfaatlari doim birlamchiligi;[16]

Sinf rahbari faoliyatining asosini sinf o‘quvchilari jamoasi tashkil qiladi.Sinf rahbari o‘quvchilar jamoasini shakllantirishda o‘zoro hamkorlikni yo‘lga qo‘yishi zarur. Sinf faqat o‘quv faoliyati birligi bo‘libgina qolmasdan, o‘quvchilarga tarbiya berishni tashkil etishning muhim jamoa shakli ham hisoblanadi.

Jamoaga qo‘yilgan umumiy talablarga ko‘ra jamoa a'zolar o‘zaro munosabatlardan, o‘qish va mehnat jarayonidan, rahbarlikdan, oqilona va foydali faoliyatdan, jamoa bilan faxrlanishdan uyushqoqlikdan qoniqish kerak.O‘quvchilar jamoalarini tuzish guruhlarda, sinflarda turli farqlar bilan amalga oshiriladi. Shuning uchun barcha sinflar uchun bir xildagi yo‘l-yo‘riqlarni belgilab bo‘lmaydi.

Sinf jamoasini shakllantirish yo‘llari:
1.Jamoatchilik topshiriqlari berish.
2.Sinf faollarini to‘g‘ri aniqlab olish.
3.Sinfda ijobiy an'analarni yo‘lga qo‘yish.
4.Sinf uchun yagona talablar o‘rnatish.
5.O‘quvchilarni istiqbolli rejalar tuzishga chorlash.

Sinf jamoasining shakllanishi va uning rivojlanib borishida o‘qituvchining o‘rni muhimdir.U sinf jamoasini tarbiyaning maqsadidan kelib chiqib rivojlanishga yo‘naltiradi.Jamoaning faoliyatida sinf faollarining ahamiyati ham muhim bo‘lib,ishchan,ishonchli sinf faollarini tanlash uchun sinf rahbari o‘quvchilar faoliyatini kim qanday vazifzlarga yondoshganini,har bir o‘quvchu bilan alohida suhbatlashib ijtimioy ish bilan shug‘ullanish istagini bilishi,ishning uddasidan chiqadigan bolalarni aniqlash kerak.Jamoani uyishtirishda har bir talabidan sinf rahbari o‘z o‘rnida foydalanish shart. Jamoada shaxsni yakka tartibda tarbiyalashdan maqsad maktab o`qituvchisini o`z-o`zini tarbiyalashga jalb etish, uni tegishli malaka va ko`nikmalar bilan qurollantirishdan iboratdir.

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[16] M.O' Asqarova"Pedagogika"T.: Talqin 2008-y 242-b

Ma'lumki, o'quvchi shaxsining tarkib topishi va rivojlanishi bir tekis bormaydi. Sinf rahbarining mazkur o'quvchi to'g'risidagi kechagi bilganlari bugunga kelib yetarli bo'lmay qolishi mumkin. Masalan, o'quvchi o'quv yili boshida matematikaga qiziqmas, mazkur fandan uy vazifasini naridan-beri tayyorlab borar yoki mutlaqo tayyorlamas edi, deylik.

Sinfga matematikadan yangi o'qituvchi kiradigan bo'ldi. U hamma o'quvchilarni o'z faniga qiziqtira oldi. Mazkur o'quvchi masala va misollarni qiziqib yechadigan bo'lib qoldi. Birmuncha vaqtdan keyin u matematika to'garagiga yozilib, unda faol ishtirok etadigan bo'ldi. Sinf rahbari bu o'quvchi to'g'risidagi oldingi fikrini o'zgartirmog'i kerak. Bu hol o'quvchilarni doimiy suratda o'rganib borish lozimligini ko'rsatuvchi ko'plab misollarning biridir.

Shunday qilib, o'quvchilarni o'rganishga qo'yiladigan asosiy talablarni quyidagicha belgilash mumkin:

1. Bolalarni o'rganish, ularga bilim-tarbiya berish sifatini oshirish.
2. O'quvchilarni o'rganish, ularga tarbiyaviy ta'sirni amalga oshirish.
3. Sinf o'quvchilarini ish faoliyat va tabiiy hayot davomida o'rganish.
4. O'quvchilarni o'rganishni muntazam va rejali asosida tashkil qilish.
5. O'quvchilarni xilma-xil metodlar bilan o'rganish
6. O'quvchilarni o'rganib, ularning hayoti va turmush sharoitlari bilan tanishish.

Tarbiyaga umumiy yondashish, bu jarayonda biror o'quvchini ham nazrdan e'tibordan qoldirmaslik sinf rahbari uchun muhim masaladir. Tarbiyaviy ishlarni tashkil etish uchun sinf rahbari bolani yaxlit idrok eta olishi va uni yaxshi bilishi talab etiladi. Sinf rahbari bolaning ichki dunyosini, kechinmalarini, xulqida vujudga kelayotgan holatlarining sababini, yaxshi bilsagina uning qalbiga yo'l topa oladi, bolaga ta'sir etishning to'g'ri yo'lini biladi.

Ana shunday sifatlarga e'tibor bergan sinf rahbari tarbiyada yetakchi o'rinni egallaydi. Shuni ham hisobga olish kerakki, bolaga tarbiyaviy ta'sir etuvchi omillar hozirgi davrda sezilarli darajada oshdi, jumladan, oila, keng jamoatchilik, radio,ijtimoiy tarmoqlar, televideniye, kino, teatr, kitob, jurnal, musiqa va boshqa omillar.

Sinf rahbari o'quvchilarni yaxshi bilishi uchun ularni o'rganishi sinfda, sinfdan tashqari vaqtlarda, umuman, bolaning hayoti o'tadigan barcha sharoitlarda amalga oshiriladi. O'quvchilarni o'rganish bilan sinf rahbari uning individual xususiyatlari haqida aniq ma'lumotni biladi.

Bolaning individual xususiyati uning o'zlashtirishiga,xulqiga, jamoadagi holatiga ta'sir etadi. Shuning uchun ham jamoa orqali tarbiyalanayotganda alohida o'quvchiga e'tibor bermaslik mumkin emas. Chunki, sinf rahbarlari ko'pgina tashkiliy ishlarni amalga oshirishda kimga qanday vazifa yuklash,kimga suyanish kimga mustaqillik berish va kimga doimiy yordam berish kerakligini faqat ularning individual xususiyatlarini yaxshi bilsagina yaxshi ish olib boradi. Demak, individual munosabat bolaga tarbiyaviy ta'sir etishning eng ishonchli yo'lini topish imkoniyatini yaratadi.

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MAKTABGACHA YOSHDAGI BOLALAR BILISH JARAYONLARI RIVOJLANISHINING PSIXOLOGIK KOMPONENTLARI

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Annotatsiya. Maqola dolzarb bo'lib, Maktabgacha yoshdagi bolalar bilish jarayonlari rivojlanishining psixologik komponentlari haqida ma'lumotlar keltirilgan. Shuningdek, maktabgacha yoshdagi bolalar bilish faolligini rivojlanishi va uning nazariy asoslari o'rganilgan.

Kalit so'zlar. O'quvchi, pedagogik o'rganish, bilim, ko'nikma, malaka, ta'lim-tarbiya.

Bugungi kunda uzluksiz ta'limning muhim bo'g'ini bo'lgan maktabgacha ta'lim bosqichiga e'tibor har qachongidan ortib bormoqda. Respublikamiz ta'lim-tarbiya tizimining boshlang'ich poydevori bo'lgan maktabgacha ta'limni sifatli va zamon talabi darajasida tashkil etilishini ta'minlash borasida keng qamrovli islohotlar, qator chora tadbirlar amalga oshirilmoqda.

Hozirgacha soha mutaxassislaridan ko'pchiligi maktabgacha yoshdagi bolalar bilish faolligini rivojlanishi va uning nazariy asoslarini qator qirralarini o'z ilmiy izlanishlarida o'rganganlar. Bog'cha yoshidagi bolalarning psixik jihatdan rivojlanishlarida ularda paydo bo'ladigan xilma-xil ehtiyoj va qiziqishlar bolalarni u yoki bu harakatga undovchi, ularni ishga soluvchi (omil) hisoblanadi. Ma'lumki, ilk yoshdagi bolalarda (yangi chaqaloklarda) asosan organik ehtiyojlar (masalan: ovqatlanish, tashnalikni qondirish, uxlash kabi) mavjud bo'ladi.

Bog'chagacha tarbiya yoshidagi bolalar esa bunday organik ehtiyojlardan tashqari ijtimoiy va intellektual ehtiyojlarning dastlabki kurtaklari yuzaga kela boshlaydi. Masalan: bog'chagacha tarbiya yoshidagi bolalar yaxshi gapira olmasalar ham, haddan tashqari qiziquvchan bo'ladilar. Ular ko'zlariga ko'ringan har bir narsani qo'llaribilan timirskilab ushlab ko'rgunlaricha tinib tinchimaydilar.

Bog'chagacha tarbiya yoshidagi bolalarda uchraydigan mana shunday qiziquvchanlik ularda intellektual ehtiyojlarning yuzaga kelayotganidan dalolat beradi. Bog'cha yoshidagi bolalarda ijtimoiy intellektual va ahloqiy ehtiyojlar yaqqol ko'rina boshlaydi.

Agar bog'chagacha tarbiya yoshidagi bola uzok vaqt davomida yolgiz o'zi biron o'yinchok bilan mashg'ul bo'lib o'tira olsa, bog'cha yoshidagi (xususan o'rta va kata guruh bolalari) bola bunday yolg'iz o'ynashga toqat qila olmaydi. Ularda o'zlariga yakin bo'lagan katta odamlar va tengdoshlari bilan munosabatda bo'lish ehtiyoji tug'iladi. Ular tor oila doirasidagi munosabatlar bilan o'z ehtiyojlarini kondira olmay kengroq doiradagi munosabatlarga intila boshlaydilar.

Natijada bu yoshdagi bolalarning ijtimoiy munosabat va faoliyat doiralari tobora kengayib boradi. Bog'cha yoshidagi bolalar tabiatlariga xos bo'lgan kuchli ehtiyojlardan yana biri har narsani bilib olishga bo'lgan ehtiyojdir. Bolaning faoliyat doirasi kengaygan sari atrofidagi narsalarni bilishga qaratilgan ehtiyojlari ham orta boradi.

Bunga sabab, bolada turmush tajribasining ozligidir. Har bir narsa bola uchun yangilik bo'lib tuyyuladi va bola uni har tomonlama bilib olishga intila beradi. Shuning uchun ham ular juda ko'p savollar beradi. Maktabgacha yosh davrda axloqiy tushunchalar borgan sari qat'iylasha boradi. Axloqiy tushunchalar manbai bo'lib ularning ta'lim – tarbiyasi bilan shug'ullanayotgan kattalar, shuningdek, tengdoshlari ham bo'lishi mumkin.

Ahloqiy tajribalar asosan muloqot, kuzatish, taqlid qilish jarayonida, shu bilan birga kattalarning ayniqsa onalarning maqtovi va tanqidlari orqali o'tadi va mustahkamlanadi. Bola doimo baho, ayniqsa maqtov olishga harakat qiladi. Bu baho va maqtovlarning bola shaxsidagi muvaffaqiyatga erishishga harakat xususiyatining rivojlanishida, shuningdek, uning shaxsiy hayoti, hamda kasb tanlashida ahamiyati juda kata bo'ladi. Bolalarning tarbiyasiga to'g'ri yondashish, uni muvaffaqiyatli o'qitish uchun bola rivojlanishidagi turli yoshdagi davrlariga xos xususiyatlarni bilish va uni hisobga olish muhimdir.

Chunki bola organizmining o'sishi ham, rivojlanishi ham, psixik taraqqiy etishi ham turli yosh davrlarida xilma-xil bo'ladi. Abu Ali ibn Sino, Yan Amos Komenskiy, K. D. Ushinskiy, Abdulla Avloniylar ham bolani tarbiyalash zarurligini uqtirib o'tgan. Bolaning o'ziga xos xususiyatini hisobga olish juda murakkab. Chunki bir xil yoshdagi bolalar ham psixik jihatdan turlicha bo'lishi mumkin. M: ko'rish va eshitish qobiliyati, faolligi, tez anglash, sust fikr yuritishi, xovliqma yoki vazminligi, sergap yoki kamgapligi, serg'ayrat yoki g'ayratsizligi, yalqov yoki tirishqoqligi, pala-partish va chala ishlaydigan, yig'inchoqligi yoki ishga tez kirishib ketishi kabilar nerv faoliyati tizimining ta'siri bo'lib, tarbiyachi ularni bilishi zarur.

Bolalarning tarbiyasiga to'g'ri yondashish, uni muvaffaqiyatli o'qitish uchun bola rivojlanishidagi turli yoshdagi davrlariga xos xususiyatlarni bilish va uni hisobga olish muhimdir. Chunki bola organizmining o'sishi ham, rivojlanishi ham, psixik taraqqiy etishi

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Maktabgacha ta'lim yoshida bilimlar tez sur'atlar bilan boyib boradi, nutq shakllanadi, bilish jarayonlari takomillashadi, bola eng oddiy aqliy faoliyat usullarini egallab oladi.

Maktabgacha ta'lim yoshidagi bolalarga aqliy tarbiya berishni to'g'ri tashqil etish uchun ularning aqliy rivojlanish qonuniyatlari va imkoniyatlarini bilish kerak. Maktabgacha ta'lim yoshida boshqa yosh davrlariga qaraganda aqliy rivojlanishning yuqori sur'atda taraqqiy etishi kuzatiladi. Ayniqsa, ilk yosh guruhi bolalarining aqliy rivojlanishiga alohida e'tibor qaratish zarur.

Zamonaviy tadqiqotlar natijalari shuni ko'rsatadiki, ikki yoshgacha bolalarda juda katta xajmdagi bilish faolligi kuzatiladi. Bolaning ongi tez rivojlanib, u uch yoshga kelganda katta kishilarning akl kuchining sakson foiziga tenglashadi. Mazkur xolat maktabgacha yoshdagi bola ongining ortiqcha zo'riqishlardan asrashni talab etadi.

Maktabgacha yoshdagi bolalarni aqliy rivojlanishida yo'l qo'yilgan kamchiliklarni keyinchalik bartaraf etish qiyin kechadi. Ta'lim-tarbiya jarayonida yo'l qo'yilgan kamchiliklar kelajakda bolaning har tomonlama rivojlanishiga salbiy ta'sir ko'rsatadi. M: oilada, MTMda bolaning qurilish materiallari, konstruktorlar bilan o'ynashiga e'tibor qaratmaslik oqibatida maktabda geometriya, chizmachilik kabi fanlarni o'zlashgirishda qiyinchilik tug'diruvchi fazoviy idrok etishning rivojlanmasligiga olib keladi.

Bilish faolligi o'z mazmun mohiyatiga ko'ra barcha yosh davrlarida rivojlantirishni taqozo etadiki, bevosita har bir yosh davrining intelekktual salohiyati, bilish darajasi va psixologik xususiyatlarini shakllanganligiga qarab tadqiqot ishlarini tashkil etish maqsadga muvofiqdir.

- Maktabgacha ta'lim muassasalarida pedagogik jarayonlarda bilish jarayonlarini takomillashtirish ijtimoiy-pedagogik zaruriyat ekanligini nazariyempirik jihatdan asoslandi.

- Maktabgacha ta'lim muassasalarida bolalarda bilish faolligini takomillashtirish sohasidagi xalqaro tajribani tahlil qilindi.

- Maktabgacha yoshdagi bolalarda bilish faolligini rivojlantirish bo'yicha psixologik metodikalarni tahlil etildi.

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MAKTABGACHA TA'LIM TIZIMI TARBIYACHI-PEDAGOGLARNING KASBIY SALOHIYATINI OSHIRISHNING MAZMUN MOHIYATI

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Kalit so'zlar. Maktabgacha ta'lim, tarbiyachi-pedagog, kasbiy salohiyat, kasbiy kampetentlik, ishonchlilik, javobgarlik, texnologik madaniyat, o'z-o'zini tarbiyalash, kasbiy ijodkorlik.

Jamiyat hayotining barcha jabhalarida iste'molga kiritilayotgan xalqaro aloqalar va xamjihatlik natijasini ko'rsatayotgan bo'lsada, lekin, ma'naviy o'zlikni mustahkamlash, qo'lga kiritilgan imkoniyatlarni boyitish, yuzaga kelgan kamchillikni to'g'rilash, jamoatchilik vakillaridan alohida faollik, aql, tajriba va mahorat ko'rsatishni talab qilmoqda.

Kasbiy salohiyat o'z bilimlarini doimiy boyitib borishni, yangi va kerakli axborotlarni o'rganishni, bugungi kun va davr talablarini his va idrok etishni, yangi bilimlarni izlab topish mahoratini, ularni qayta ishlashni hamda o'z amaliy faoliyatida qo'llashni talab qiladi. Kasbiy salohiyat egasi bo'lgan tarbiyachi muammolarni hal etishda o'zi o'zlashtirib olgan, aynan shu sharoitga mos metod va usullardan foydalanishni yaxshi bilishi, hozirgi vaziyatga munosib bo'lgan metodlarni tanlab olib qo'llashi, to'g'ri kelmaydiganlarini rad etishi, masalaga tanqidiy ko'z bilan qarashi kabi ko'nikmalarga ega bo'lishi aniqlanagan.

Nazariy manbalar mazmuni bilan tanishish, maktabgacha ta'lim tashkilotlari faoliyatini o'rganish va to'plangan axborotlarni tahlil etish maktabgacha ta'lim

tarbiyachi-pedagoglarini kasbiy salohiyatini oshirishda bir qator qarama - qarshiliklar mavjudligini ko'rsatdi, xususan,bular quyidagilar:

-oliy ta'lim muassasasi bitiruvchisining yetuk mutaxassis ma'lumoti darajasi bilan Davlat ta'lim standartining modernizatsiyalashgan mazmuni va hajmiga qo'yilayotgan me'yoriy talablar hamda uning shaxsiy imkoniyatlarini ro'yobga chiqarish darajasi o'rtasida;

-malaka oshirish institutlarida tarbiyachi-pedagoglar kasbiy salohiyati oshirish jarayonida qo'llanilayotgan an'anaviy hamda innovatsion metodlar o'rtasida;

-tarbiyachi-pedagog shaxsi va uning kasbiy salohiyati oshirishda pedagogik jihatdan qo'llab-quvvatlashga qaratilgan oliy ta'lim muassasalari faoliyati bilan tarbiyachi-pedagogni bo'lajak tarbiyachi-pedagog sifatida tayyorlash jarayonini rivojlantirish mexanizmi hamda qonuniyatlari o'rtasida;

-pedagogik turkum fanlarning tarbiyachi-pedagog shaxsiy hamda kasbiy salohiyati oshirish borasida umumkasbiy va mutaxassislik fanlari bilan integratsiyalash imkoniyatlaridan yetarlicha foydalanilmayotganligi o'rtasida;

-ilmiy-texnik taraqqiyot, yangilanib borayotgan jamiyatning mahoratli pedagog shaxsiga nisbatan ortib boruvchi talablari bilan tarbiyachi-pedagoglar kasbiy salohiyati oshirish asosiy qismining o'z-o'zini rivojlantirib borish sharoitida faoliyat yuritishga tayyor emasliklari o'rtasidagi ziddiyatlar kabilarni ko'rsatish mumkin.

Maktabgacha ta'limda ta'lim tarbiya jarayonini takomillashtirishning muhim omili sohada tarbiyachi-pedagoglar kasbiy salohiyati yuqori darajada shakllantirilishi bilan uzviy bog'langan.

Tushunchalarni tahlil qilib, biz muhim fazilatlarni aniqladik, ularsiz maktabgacha ta'lim tashkiloti pedagoglarining kasbiy faoliyatini shakllantirish mumkin emas. Professionalligi samaradorligimaktabgacha ta'limning sifati va boshqaruv tizimiga bevosita bog'liq.

Zamonaviy tarbiyachi o'ziga xos faoliyat uslubiga, bir qator o'ziga xos fazilatlarga ega bo'lishi kerak. "Pedagogik mahorat" tushunchasiga nima kiradi? Pedagogik mahorat, birinchi navbatda, tarbiyachining shaxsiyati, kasbiy faoliyatning yuqori darajada o'zini o'zi tashkil etilishini ta'minlashga yordam beradigan fazilatlar to'plami bilan bog'liq.

Texnologik nuqtai nazardan, pedagogik mahorat-bu asosiy tarkibiy qismlari yuqori umumiy madaniyat, insonparvarlik yo'nalishi, kasbiy bilim va ko'nikmalar, ijodkorlik va pedagogik qobiliyat, kompetentsiya bo'lgan tizim. Kasbiy faoliyatda tarbiyachi shaxsiyatining potentsial imkoniyatlariga tayanadi va umumiy madaniyatni takomillashtirish unga ijodkorlik va pedagogik mahoratni rivojlantirishga imkon beradi.

Maktabgacha ta'lim soxasi pedagoglari va tarbiyachilarning kasbiy kampetentligini shakllantirish – bu ijodiy rivojlanish, pedagog atrofda o'zgarishlarga tez moslasha olish va boshqarish, tez kirishish qobiliyati, jarayonning ijtimoiy – iqtisodiy va ma'naviy rivojlanishi pedagogning kasbiy darajasiga bog'liq. Maktabgacha ta'lim soxasi pedagoglarining kasbiy kompetentligini shakllantirishda pedagogik hamda texnik– texnologik muammoli vaziyatni pedagogik jarayonni hosil qilishga imkon beruvchi, sharoitlarning to'plami sifatida qayd etiladi.Pedagogik oliy ta'lim muassasalarida ta'limning har bir bosqichi uchun ta'lim bloklari va o'quv fanlari darajasida tayanch kompetentlik aniqlanadi.

Tayanch kompetentlik tartibini belgilashda kasbiy pedagogik ta'limning asosiy maqsadlariga muvofiq ijtimoiy hamda shaxsiy tajribaning mohiyati, ijtimoiy jamiyatda kasbiy faoliyatni tashkil etish jarayonida hayotiy kasb etadi. Ushbu nuqtai nazardan tayanch kompetentlik: yaxlit – mazmunli, ijtimoiy – madaniy, o'quv – bilish, axborot olish, takomillashtirish turlariga bo'linadi.

Topshiriqlarni bajarish jarayonida pedagoglar sababiy - tashkiliy (o'quv faoliyatini mustaqil tashkil etishning qadriyatli yo'nalishlari, bilim, malaka va ko'nikmalari), mazmunli-protsessual (o'quv faoliyatining mohiyatini bilish va bu faoliyat muvaffaqiyatli bo'lishini belgalovchi shaxsiy sifatlarni rivojlantirish) va tekshirish-baholash (mustaqil bilim olishda zarur sanalgan shaxs sifatlarni o'zi baholash) kabi ko'nikmalarning shakllanishi mustakil bilim olish jarayonida majmuaviy ravishda shakllanib boradi.

Soha pedagoglarini tayyorlashda ularning kasbiy kompetentligini shakllantirishda axborot – metodik ta'minot muhim axamiyat kasb etadi. Axborot texnologiyalaridan masofaviy ta'lim tizimi hamda o'qitish vositalaridan samarali foydalanishi ta'lim sifati va samaradorligigi oshirishda bo'lajak maktabgacha ta'lim tarbiyachilarning ham ayni vaqtda faoliyatini davom ettirayotgan pedagoglarning ham kasbiy kompetentligini shakllantirishda asosiy omillardan xisoblanadi. Bugungi kunda tarbiyachi pedagoglarning kasbiy salohgiyatini oshirishda axborot komunikatsion texnalogiyalardan samarali foydalanish hamda uning imkoniyatlarini oshirishda muhim ro'l o'ynaydi.

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MAKTABGACHA YOSHDAGI BOLALARGA O'YINLAR YORDAMIDA NEMIS TILINI O'RGATISH

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarga o'yinlar yordamida nemis tilini o'rgatish haqida so'z yuritilgan.

Kalit so'zlar: o'yin, maktabgacha yosh, video, multfilm, qo'shiqlar, lug'at, rasmlar, alifbo, kitoblar.

Аннотация: Эта статья посвящена обучению дошкольников немецкому языку посредством игр.

Ключевые слова: игра, дошкольный возраст, видео, мультфильм, песни, словарь,

рисунки, алфабит, книги.

Abstract: This article is about teaching german to preschoolers through games.

Keywords: Game, preschool age, video, cartoon, songs, dictionary, pictures, alphabet, books.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o'sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o'zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnlogiyalardan foydalanib zosh avlodga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi.

Hozirgi davrda xorijiy tillarni o'rganayotgan barcha yoshdagi odamlarning soni tez sur'atlar bilan o'smoqda. Buning sababi shundaki, hayot jarayonini chet tilini bilmasdan boshqarish tobora qiyinlashib bormoqda.

Jumladan, 2012 dekabrda qabul qilingan "Chet tillarini o'rganish tizimini yanada takomillashtirish to'g'risida"gi O'zbekiston Respublikasi Prezidentining qarori hamda 2013-2014 - o'quv yilidan boshlab umumta'lim maktablarining birinchi sinflarida xorijiy tillarni uzluksiz o'rgatishning joriy etilishi buning isbotidir. Til o'rganishni ilk boshlaganlarning yoshi ham o'zgardi.

Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o'tilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumyevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos

ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan-kunga oshib bormoqda. Chet tili fani to'rt aspektga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innavatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnoogiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspekt (o'qish, yoish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player,CD disklarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biridir. Bu jarayonda, jumladan: — kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin; — chet tilidagi radio eshittirishlar va televideniyedagi dasturlarni eshitish va tomosha qilish mumkin;

Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziqarliroq va samaraliroq bo'lishini ta'minlaydi. Globallashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o'rganish va o'qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet orqali chet tilida so'zlashuvshchilar bilan muloqot qilish imkoniyati paydo bo'ladi. E-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin. Ta'lim jarayoniga zamonaviy — kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innavatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Bugungi kunda innavatsion ta'lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo'ladi va yosh bolalarning darsga bo'lgan qiziqishlarining ortishi ham ta'minlanadi. Ta'lim jarayoniga yangiliklarni olib kirish va ularni tadbiq qilish orqali ta'lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining o'qitilishida turli rolli, harakatli o'yinlardan foydalanish ham darsga ham til o'rganishga bo'lgan qiziqishni ortishiga sabab bo'ladi. O'quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o'quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi. Ta'lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni

o'quvchilarga yetkazib berishda eng muhim visitalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o'qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so'zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo'ladi.

Zamonaviy ta'lim makonida ta'lim va tarbiyaning asosiy maqsadi har tomonlama rivojlangan shaxs, barkamol shaxsni shakllantirishdan iborat.

Bunday shaxsni shakllantirishga maktabgacha yoshda chet tilini o'rgatish o'ziga xos hissa qo'shadi. Chet tilini o'zlashtirish uchun maktabgacha yosh o'ziga xosdir. Maktabgacha yoshdagi bolalarning psixologiyasini hisobga olgan holda aytishimiz lozimki ular nutqning fonetikasi va intonatsiyasiga ayniqsa sezgir, shuning uchun ta'limning boshlang'ich bosqichining asosiy vazifasi bolalarda to'g'ri talaffuzni shakllantirish bo'lib, unga turli mashqlar yordamida erishish mumkin.

Nemis tili fanini o'qitishda turli xil o'yinlar orqali o'qitishning o'rni beqiyosdir. Bola tabiatan juda qiziquvchan bo'ladi va u atrof olamni o'rganish uchun barcha his-tuyg'ularini ishga soladi. O'yin bolaning eng asosiy va sevimli mashg'uloti

bo'lganligi bois, bolaga atrof olam va undagi barcha zaruriy bilim va ko'nikmalar o'yin vositasida tanishtirib borilsa, ko'nikmalarni o'zlashtirish samaradorligi bir necha barobarga oshadi. O'yin bolani nafaqat jismoniy faolligini oshiradi shuningdek, u ruhiy tetiklikni ham shakllanitirshga yordam beradi. O'yin bolani o'ziga bo'lgan ishonchini mustahkamlashga, atrofdagilar bilan ijtmoiy munosabatlarni shakllantirishga ham katta ko'mak beradi. Shu sababli ota-ona va tarbiyachi murabbiylar bolalarga imkon qadar ko'proq o'yin orqali o'rganishni targ'ib qilishlari kerak. Aynan o'yin orqali bolalar ta'lim oladilar o'z iqtidorlarini kashf etadilar.

Bolalarga nemis tilini mazmunli va qiziqarli o'rgatish uchun quyidagi usullardan foydalanish mumkin:

- Qo'shiq va she'rlar orqali tushuntirish yoki esda qolishi qiyin bo'lgan, ma'noga ega bo'lmagan harf yoki birikmalarni kuyga solib o'rgatish.

Bunga misol qilib, bolalarning nemis tili alifbosini qo'shiq qilib o'rganishlari shunchaki yodlashdan ko'ra samarali ekanligini ko'rsatish mumkin.

- Aqliy va jismoniy harakatlar bilan bo'g'liq bo'lgan o'yinlar;

Multfilmlar: Bolalar til o'rganish mobaynida multfilmdagi gaplarni tushunmasada multfilm qahramonlarining harakatlari orqali ular ishlatayotgan so'zlarni tushunishga intiladi. Bu esa bolalar uchun qiziq va til o'rganishlari uchun samarali yo'l.

- Topishmoqlar: Bolalarda topishmoqlarning javobini topishga qiziqish kuchli. Shuning uchun o'qituvchi topishmoqni nemis yoki o'zbek tilida aytsada, uning javobini bolalardan nemis tilida aytishini talab qilishi lozim. Shunda bolalar so'zlarni tez o'rganishadi.

- Imo - ishoralar, yuz ifodalari orqali: O'qituvchi bolaga biror gapni gapirganda yoki buyruq berganda imo - ishoralardan foydalansa, bolaga tushunarli bo'ladi.

- ko'rgazmali qurollar, plakatlar, kitoblar orqali;

- ko'zga ko'rinadigan va kundalik hayotda ko'p ishlatiladigan narsa, buyumlarga yozish. Bunday narsa -buyumlar doimo ko'zga tushib turishi va amliyotda ko'p qo'llanishi bois, bola bu so'zlarni ixtiyorsiz tarzda o'rganadi.

- Mavzuga oid muhit: O'qituvchi mavzusiga qarab o'sha muhitni yaratib bera olsa, bolalar tilni yaxshi o'rganishadi. Masalan: meine Reise, mein Gebirtstag, in der Küche va boshqalar. Meine Reise (sayohat) mavzusida o'qituvchi sayohat uyushtirishi, sayohatga qanday vositalar orqali borish mumkinligi, qayerlarga sayohat qilish muhimligi haqida ma'lumot beradi.

Bu hol tarbiyalanuvchilarning so'z boyligini, til imkoniyatlarini kuchaytiradi, dunyoqarashini o'stiradi.

Nemis tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, ta'lim jarayonida zamonaviy axborot texnologiyalaridan, innavatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo'lishiga olib keladi. Innavatsion ta'lim texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir.

Zamonga mos ravishda o'qituvchi ijodiy mehnat qilishi, shu bilan birga fan yutuqlaridan, ilg'or o'qituvchilarning tajribalaridan unumli foydalanibgina qolmay, mustaqil izlanishlar olib borishi kerak. Yosh bolalar zamonaviy metodologiya fanida bir qator yordamchi va asosiy tadqiqot usullari yaratilgan. Asosiy metodlarga adabiy manbalarni tanqidiy tahlil qilish, ilg'or o'qituvchilar tajribasining ijobiy va salbiy tomonlarini ko'ra bilish, ilmiy kuzatish, kuzatish orqali o'rgatish, tajriba orqali o'rgatish, tajriba o'tkazish kiradi. Yordamchi usullarga anketa yozish, test, intervyu va boshqalar kiradi. Yetakchi o'qituvchilar tajribasining afzalliklarini o'rganish. Bu usul ham muhim usullardan biridir. Chunki pedagogik faoliyatning yetakchilari ham har doim ham o'quv jarayoni samaradorligini oshiruvchi samarali usullar va metodik yechimlarga kelavermaydi. Hozirgi vaqtda chet tilini o'qitishning bir necha an'anaviy shakllari mavjud bo'lib, ular o'sha paytdagi yetakchi o'qituvchilar tomonidan taklif qilingan. Ular zamonaviy darslarning atributlariga aylandi, chunki ular bir qator maqbul jihatlarni ko'rsatadi.

Xulosa qilib shuni aytsak bo'ladiki, nemis tilini maktabgacha ta'lim tashkilotlarida o'yin tariqasida va yetakchi o'qituvchilar tajribasidan foydalanib o'tish maktabgacha ta'lim tashkiloti yosh guruhlari uchun ham tarbiyachilari uchun ham ancha samarali, chunki yosh bolalarga og'zaki aytgan taqdirda ham bolalar ularni mexanik yodlaydilar.

Foydalanilgan adabiyotlar ro'yxati

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ADDRESSING CHALLENGES AND SOLUTIONS IN DEVELOPING READING COMPREHENTION SKILLS IN YOUNG LEARNERS.

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Abstract: Young learners' diverse backgrounds, digital distractions, and limited access to culturally relevant materials pose significant hurdles in their reading development. This article examines the challenges encountered in fostering reading comprehension skills among young learners and proposes effective solutions to address these issues.

Keywords*: reading comprehension, young learners, literacy development, differentiated instruction, technology integration, cultural relevance, classroom environment.*

Introduction

In the realm of language acquisition, the development of reading comprehension skills stands as a critical milestone for young learners. Proficiency in reading comprehension not only facilitates academic success but also lays the foundation for lifelong learning and cognitive development. However, despite its significance, educators and researchers face various challenges in fostering effective reading comprehension strategies among younger learners. This article explores the existing problems encountered in the formation of reading comprehension skills in young learners and proposes practical solutions to address these challenges.

Existing challenges and Solutions

One of the primary challenges in fostering reading comprehension skills in younger learners is the presence of diverse learning abilities and backgrounds within the classroom [3]. Learners come from different socio-economic backgrounds, linguistic environments, and levels of prior literacy exposure, posing a significant hurdle for educators in designing instructional approaches that cater to individual needs. Moreover, the prevalence of distractions from digital devices and other media sources further exacerbates the challenge of engaging young learners in sustained reading activities. Additionally, the traditional one-size-fits-all approach to teaching reading comprehension often overlooks the importance of incorporating multimodal and interactive learning experiences. Passive reading activities, devoid of meaningful interaction and discussion, fail to stimulate critical thinking and deeper comprehension among young learners. Furthermore, limited access to diverse and culturally relevant reading materials constrains educators in providing enriching literacy experiences that resonate with the lived experiences of their students.

To address the aforementioned challenges, educators can implement a multifaceted approach that integrates evidence-based strategies and innovative pedagogical techniques. First and foremost, differentiated instruction tailored to individual learning needs is essential for accommodating the diverse abilities and backgrounds of young learners [4]. This involves the use of formative assessments to gauge students' reading levels and preferences, followed by the implementation of targeted interventions and scaffolding techniques to support their progress. Furthermore, leveraging technology as a tool for enhancing reading comprehension can prove to be highly effective. Interactive e-books, educational apps, and digital platforms offer engaging and immersive reading experiences that captivate young learners' attention while promoting active participation and critical thinking [5]. Integrating multimedia elements such as audio narration, animations, and interactive quizzes not only enhances comprehension but also accommodates different learning modalities and preferences. Moreover, fostering a culture of reading both inside and outside the classroom is imperative for nurturing lifelong readers. Creating inviting classroom environments stocked with a diverse array of books and reading materials encourages exploration and fosters a love for reading [1]. Additionally, partnering with families and communities to promote literacy initiatives and provide access to books and resources further reinforces the importance of reading as a shared social practice [6].

Conclusion

In conclusion, the development of reading comprehension skills in young learners is a multifaceted process fraught with challenges, yet brimming with opportunities for growth and innovation. By addressing the diverse needs of students, leveraging technology as a tool for engagement, and fostering a culture of reading both in and out of the classroom, educators can pave the way for young learners to become proficient readers and critical thinkers. With concerted efforts and collaborative endeavors, we can empower the next

generation to unlock the transformative power of literacy and embark on a lifelong journey of learning and discovery.

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БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИНИНГ ЛЕКСИК КЎНИКМАСИНИ ШАКЛЛАНТИРИШДА ТИНГЛАБ ТУШУНИШГА ОИД МАШҚЛАРНИНГ ЎРНИ

Абдуллаева Мадинабону Акмалжон кизи
Наманган давлат чет тиллари институти таянч докторанти

Аннотация: Мазкур мақолада бошланғич синф ўқувчиларига инглиз тилига ўргатиш масаласининг долзарблиги, тинклаш малакасини шакллантиришнинг лексий компетенцияни эгаллашдаги аҳамияти ва тинглашга ўргатиш усуллари хусусида сўз юритилади.

Таянч тушунчалар: ўқувчи, дарс, тинглаш, усул, лексик компетенция, кўникма, малака...

Бугунги кунда бошланғич синф ўқувчиларининг ўзбек тилини адабий нуқтаи назаридан тўлиқ ўрганиши, инглиз тилини мукаммал билишини таъминлаш асосий талаблардан биридир. Индонезиялик ёш олим ўқитувчи Инглиз Mumary Songbatumis

нинг сўзларига кўра, бола эрта ёшда осон ва эркин тилни ўзлаштиради[17]. Шу билан бирга, бугунги кунда давлатимизнинг умумий ўрта таълим муассасалари олдига хорижий тилларни ўргатиш борасидаги қўяётган талаби ҳар кунгиданда ҳоят муҳимдир. Чунки ўқувчининг эрта ёшда олган пойдевор билими мустаҳкам ва кучли бўлади.

Тил ўргатиш усулларини турли қийинчиликларга дуч келишига қарамай ўзлаштирган ўқитувчи, тўсиқларни осонгина енгиб чиқади. Айни шу сифатни ўзида шакллантиришни хоҳлаётган ҳозирги замон инглиз тили ўқитувчилари инглиз тилини ўқитиш сифатини ошириш учун тилларни ўқитишда илғор жаҳон тажрибаси, янги технология ва методлардан фойдаланмоқда. Dr. Sokip нинг фикрига кўра, иккинчи тилни ўрганиш қобилияти турли омилларга боғлиқ[18]. Бу омиллар заиф эшитиш, заиф кўриш, заиф хотира, нутқнинг бузилиши, руҳий касалликлар, дўстлар билан тил топишиш қобилиятининг пастлиги, шунингдек, ўзига хос индивидуал ёки ижтимоий муаммолар таъсирида сусайиши мумкин.

Европалик олим Hussein Ahmed Liton (2016) ўз тадқиқотида шундай деб таъкидлади: "Ўқитувчилар ва ўқувчиларнинг инглиз тилини билиш даражалари авваллари ҳозиргига нисбатан сустроқ бўлганлиги сабабли ўқувчилар инглиз тилини ўрганишда мотивация етишмаслиги билан боғлиқ муаммоларга дуч келишарди, ўқитувчилар, шунинг учун ҳам ҳалигача ўқувчиларга инглиз тилини ўргатишда қийинчиликларга дуч келишмоқда[19].

Юқорида келтирилган тадқиқотчи олимларнинг фикрларини илмий нуқтаи назардан таҳлил қиладиган бўлсак, тил ўрганувчига унинг муҳити ва қобилиятидан келиб чиқиб ёндашиш зарур. Чет тилини ўрганиш йўлидаги биринчи тўсиқ - бу уятчанлик. Чет тилини эндигина ўргана бошлаган ўқувчилар: "Мен бу тилда тўғри гапира олмайман, бу тилни ўрганолмайман" деб қўрқишади. Шу сабабли ўқувчиларда ишончсизлик ва уятчанлик пайдо бўлади. Масалан, уй вазифаларини мунтазам бажариб келишига қарамай, синфдошлари билан суҳбатлашишда ўзини қулай ҳис қилмайдиган уятчан ўқувчилар ҳам йўқ эмас. Бу эса ўқувчилар нутқини инглиз тилида равон бўлишига тўсқинлик қилувчи асосий омиллардан биридир.

Ўқув-тарбиявий жараён синфнинг кундалик иш тартибига таянади ва унда педагог томонидан режалаштирилган кундалик ҳаракатлар, болалар ўйинлари, бўш вақт ва ўқув-тарбиявий фаолият турлари навбатма-навбат амалга оширилади. Ўқув-тарбиявий жараён таълим ва ижтимоий эҳтиёжлар (саломатлик, таълим бериш, тарбия бериш ва хавфсизлик)ни таъминлаш мақсадида ўқувчининг ёши ва индивидуал ривожига асосланувчи ўқув режага мувофиқ олиб борилади. Ўқув-

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[19] Lingua Culture, 10(1), May 2016, 1-6

тарбиявий жараён ўқувчи ҳаёти ва унинг атрофидаги муҳитдан келиб чиқувчи ягона бир бутун мавзуга бирлаштирилади.

Кичик мактаб ёшидаги ўқувчи хорижий тилни эшитишга одатланмагани, атрофида шу тил муҳити йўқлиги боис интерференцияни енгиб ўтиш ҳамда сўзларнинг тўғри талаффузини таъминлаш учун ўқувчига кўпроқ шу тилда тинглаш ва тақлид қилиш машқларидан фойдаланиш керак бўлади.

Тинглаш орқали сўзларни ўрганиш ва уларнинг тўғри талаффузини ўзлаштириш борасида сўз юритадиган бўлсак, бу қолган барча усуллардан ҳам анчагина самарали ва осонроқ эканлигини айтиш мумкин. Фақат бу усулни муваффақиятли бўлишини ўқитувчи болаларнинг ёш ва шахсий хусусиятларига мос келадиган аудио материалларни танлай олиш орқали таъминлаши керак бўлади. Тинглаб тушуниш учун бошланғич синфларда турли болалар қўшиқлари, аудио-эртаклар, аудио-ҳикоялар ва шу кабилардан машқ сифатида фойдаланиш айни муддаодир. Бунга қуйидагиларни мисол қилиш мумкин:

1. KidsTV123 томонидан тақдим этиладиган қуёш тизими қўшиғи.

Ушбу қўшиқ юмшоқ овоз ва тинчлантирувчи таъсирга эга. Қўшиқ сўзларини эслаб қолиш осон ва куйлаш қизиқарли. Биринчи қаторда қуёш нима эканлиги ва у бизга қандай ёрдам бериши ҳақида маълумот беради. Кейин барча сайёралар кетма-кет тартибда номи билан келтирилиб, ҳар бир сайёра ҳақида қизиқарли фактлар айтиб ўтилади.[20] Натижада бу аудио материал орқали ўқувчилар нафақат сайёралар номини ва талаффузини инглиз тилида ўрганишади балки коинот ва унда қандай ва нечта сайёралар борлиги ҳақида ҳам тасаввурга эга бўладилар. Бу эса уларда астрономик билимларнинг шаклланишига ёрдам беради ва шу билан бирга инглиз тили билан ўзаро интеграцияда бўлишини ҳам таъминлайди.

Маълумки, инглиз тили айрим қоидалари билан ўзбек тилидан кескин фарқ қилади. Инглиз тилида аксарият сўзларда учрайдиган, лекин ўқилмайдиган Silent (tinch) "e" бунга ёрқин мисол бўла олади. Ўзбек тилида бундай ҳарфнинг мавжуд эмаслиги эса ўқувчиларга бир мунча қийинчилик туғдириши мумкин. Ушбу ҳарфни қайси сўзларда ўқиб, қайсиларида ўқимасликни ажрата олиш учун эса кўпгина сўзларни кўриб чиқишга тўғри келади. Буни қўшиқ тинглаш давомида бажариш эса ўқувчиларда ўзгача қизиқиш ва иштиёқ уйғотиши шубҳасиз. Қуйидаги қўшиқ Silent "e" ни ўзлаштиришни осонроқ ва қизиқарлироқ қила олади десак муболаға бўдмайди:

2. Электр компанияси томонидан тақдим этиладиган Silent (tinch) "e" қўшиғи.

Бу ўқувчилар учун ўқилмайдиган "e" ҳақида қувноқ қўшиқ орқали билишнинг қизиқарли усули. Қўшиқчи дўстона ўқитувчи бўлиб, унинг атрофида кўплаб ўқувчилар бу "e" ҳақида кўплаб мисолларни кўриб чиқадилар. Визуал кўринишга эга бўлган кўпгина мисоллар мавжуд. Ўқувчилар, шубҳасиз. ушбу тарбиявий оҳангда қўшиқ куйлаш ва рақсга тушишдан завқланишади.[21]

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20 https://youtu.be/BZ-qLUIj_A0
[20] https://youtu.be/BZ-qLUIj_A0
[21] https://youtu.be/NVeq9a4dFIU

3. Юқорида айтиб ўтилганидек, аудио-эртаклар ҳам ўкувчиларнинг тинглаб тушуниш орқали янги сўзларни маьноси ва талаффузи билан биргаликда ёд олиши учун жуда фойдали. Ушбу усулни қўллаш учун эса бошланғич синф ўқитувчиларига https://www.storynory.com/ веб-сайтини тавсия қиламиз. Ушбу сайт ўзида жуда кўплаб аудио-эртак-ҳикояларни жамлагани, ҳар бир эртак-ҳикоя ўкувчиларнинг ёши ва даражасига мослангани ва энг муҳими таьлимий ва тарбиявий жихатларга йўғрилган эрта-ҳикояларни қамраб олган билан ниҳоятда аҳамиятлидир.

Шундай қилиб, лексик компетенцияни шакллантириш, билим, саводхонлик ва сўз бойлигини бойитиш асосан ўқитувчининг ўкувчисининг шахсий ва ёш хусусиятларини, ўзлаштириш даражаси ва имкониятларини, салоҳиятини тўғри баҳолаган ҳолда тўғри мос келадиган матн-машқларни танлай олишига, янги сўзларни осон ва қизиқарли ўргана олиш учун енгиллик яратадиган метод ва техникалардан фойдалана олишига боғлиқ.

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THEORETICAL ASPECTS OF LEARNING COLOR RELATED PHRASES IN ENGLISH

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Annotation: This article relates to learn color-related phrases in English is crucial for non-native speakers as it helps them to express emotions, describe objects, and create visual imagery. The importance of color-related phrases lies in their ability to enable learners to communicate more effectively. Theoretical aspects of learning color-related phrases include the behaviorist theory, cognitive theory, and sociocultural theory. These theories suggest that learners can acquire color-related phrases through repetition and reinforcement, mental processes such as attention, perception, and memory, and social interaction. Strategies for learning color-related phrases include using visual aids, practicing in context, and participating in cultural activities. By using these strategies, learners can become more proficient in using color-related phrases in English.

Аннотация: Эта статья посвящена тому, чтобы выучить фразы, связанные с цветом, на английском языке имеет решающее значение для не-носителей языка, поскольку помогает им выражать эмоции, описывать объекты и создавать визуальные образы. Важность фраз, связанных с цветом, заключается в их способности позволять учащимся общаться более эффективно. Теоретические аспекты изучения фраз, связанных с цветом, включают бихевиористскую теорию, когнитивную теорию и социокультурную теорию. Эти теории предполагают, что учащиеся могут усваивать фразы, связанные с цветом, посредством повторения и подкрепления, умственных процессов, таких как внимание, восприятие и память, а также социального взаимодействия. Стратегии изучения фраз, связанных с цветом, включают использование наглядных пособий, практику в контексте и участие в культурных мероприятиях. Используя эти стратегии, учащиеся могут стать более опытными в использовании фраз, связанных с цветом, в английском языке.

Key words: behaviorist theory, cognitive, mental processes, sociocultural theory, perception and memory.

Learning, color-related phrases in English is an important aspect of language learning, especially for non-native speakers. Color-related phrases are used in everyday communication and play a significant role in expressing emotions, describing objects, and creating visual imagery. In this article, we will explore the theoretical aspects of learning color-related phrases in English.

The Importance of Color-Related Phrases

Color-related phrases are an essential part of language learning because they help learners to express themselves more effectively. Colors are used to describe emotions, moods, and feelings. For example, when we are happy, we may say that we are feeling "yellow" or "bright". Similarly, when we are sad, we may say that we are feeling "blue" or "down". These color-related phrases help us to communicate our emotions more accurately and vividly. Colors are also used to describe objects. For example, we may describe a car as "red", a dress as "green", or a book as "blue". These color-related phrases help us to create visual images in our minds, which makes our communication more effective.

Theories of Learning Color-Related Phrases

There are several theories of learning color-related phrases in English. One theory is the behaviorist theory, which suggests that learners acquire color-related phrases through repetition and reinforcement. According to this theory, learners need to practice using color-related phrases repeatedly until they become automatic.

Another theory is the cognitive theory, which suggests that learners acquire color-related phrases through mental processes such as attention, perception, and memory.

According to this theory, learners need to pay attention to the colors around them, perceive them accurately, and store them in their memory for later use.

A third theory is the sociocultural theory, which suggests that learners acquire color-related phrases through social interaction. According to this theory, learners need to interact with native speakers of English and participate in cultural activities that involve the use of color-related phrases.

Strategies for Learning Color-Related Phrases

There are several strategies that learners can use to learn color-related phrases in English. One strategy is to use visual aids such as pictures, videos, and flashcards. Visual aids help learners to associate colors with objects, emotions, and moods.

Another strategy is to practice using color-related phrases in context. Learners can practice using color-related phrases in conversations, role plays, and writing exercises. This helps learners to use color-related phrases more fluently and accurately.

A third strategy is to participate in cultural activities that involve the use of color-related phrases. Learners can attend cultural events such as festivals, exhibitions, and fashion shows. This helps learners to understand the cultural significance of color-related phrases and use them appropriately.

Conclusion

In conclusion, learning color-related phrases in English is an important aspect of language learning. Color-related phrases help learners to express themselves more effectively, describe objects more vividly, and create visual images in their minds. Theoretical aspects of learning color-related phrases include behaviorist theory, cognitive theory, and sociocultural theory. Strategies for learning color-related phrases include using visual aids, practicing in context, and participating in cultural activities. By using these strategies, learners can become more proficient in using color-related phrases in English.

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O'QITISHDA TA'LIMIY METODLARNI MUVOFIQLASHTIRISHNING PEDAGOGIK ASOSLARI

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Annotatsiya. Maqolada o'qitishda ta'limiy metodlarni muvofiqlashtirishning pedagogik asoslari haqida ma'lumotlar keltirilgan. Shuningdek, o'quvchi yoshlarning ta'limiy va tarbiyaviy o'qish va ishlarining natijasini samaraliroq bo'lishini oshirish masalalari   bayon qilingan.

Kalit so'zlar. Didaktika, ta'lim, tarbiya,o'qitish,ta'limiy metod, sog'lom avlod, o'qitish metodlar, o'qitish, o'qish usullari.

Ta'lim va tarbiya jarayoni avvalgidek faqatgina xotirasini kuchaytirishni talab etmasdan, balki yaratuvchanlik faoliyatida hayotiy imkoniyatlarni rivojlantirish va uning o'zgarishlariga moslashuvchan yangi, sog'lom avlodning ijodiy shaxsini rivojlantirishni nazarda tutadi.

Bugungi kun o'qituvchidan yangi ta'limiy metodlardan o'quv jarayonida foydalanishni talab etmoqda. Chunki zamon shiddat bilan rivojlanmoqda. Mamlakatimiz ta'limda, sport sohalarida balki,barcha jabhalarda jahonga yuz tutmoqda. Biz birinchi galda ta'lim va tarbiyani yo'lga qo'ya olsak qolgan barcha sohalar o'z rivojini topmay qolmaydi.

Turli yillarda faoliyat ko'rsatgan turli tadqiqotchilar tomonidan ta'lim metodlari turlicha tasnif etilgan. Ya'ni, pedagogikada o'qitish metodlarini tasnif etishga oid turli-tuman qarashlar mavjud bo'lib, ba'zi olimlar o'qitish metodlarini tasnif etishda bilim manbalarini hisobga olgan bo'lsa, ayrimlari esa o'qituvchi faoliyatini, uchinchi guruh olimlar esa o'quvchilar faoliyatini e'tiborga olgan. O'qitish usullariga bunday qarashlarning ko'p va rang-barang bo'lishi tabiiy, chunki o'qitish metodlari mazmunan boy hodisa sanaladi. Shu bois ta'lim metodlarini tasnif etish bo'yicha yagona yondashish mavjud emas.

Didaktikada ta'lim metodlarini bilimlar manbai, didaktik maqsadlar, bilish faoliyatining saviyasi bo'yicha farqlash mavjud. Ta'lim metodlarini bilish manbalari

bo'yicha tasniflash sodda jarayon bo'lib, ular maktab amaliyotida keng tarqalgan. Masalan, taniqli pedagog olimlardan S.I. Perovskiy, Ye.Ya.Golant va boshqalar o'qitish usullarini tasnif etishda ta'lim manbalarini hisobga olishgan. O'qituvchi nutqi, ko'rgazma qurol, darslik hamda qo'shimcha adabiyotlarni ta'lim manbai sifatida ekanligini O.Roziqov va boshqalar tomonidan tuzilgan "Umumiy didaktika" o'quv adabiyotida alohida ta'kidlangan. Didaktikada ta'lim jarayonining turli bosqichlarida bajariladigan ishlar mazmunidan kelib chiqib, o'qitish usullarini tasnif etish g'oyasi ham mavjud. Masalan, Yu.K.Babanskiy tahriri ostida chiqarishgan o'quv qo'llanmasida berilishicha M.A.Danilov, B.P.Yesipovlar o'qitish usullarini quyidagicha tasnif etgan:

-bilimlarni o'rganishga oid usullar;

-bilim va malakalarni tadbiq etish usullari;

-ijodiy ishlash usullari;

-bilim va malakalarni mustahkamlash;

-tekshirish usullari.

M.N.Skatkin, I.Ya.Lerner o'qitish usullarini tasnif etishda o'quvchilar faoliyati xususiyatlarini hisobga olgan holda ularni quyidagicha guruhlarga ajratgan: izohli ko'rgazmali usullar; qayta eslashga oid standart usullar; muammoli bayon usuli; evristik usul; ilmiy izlanish usullari.

M.I.Maxmutov o'qitish usullarini tasnif etishda ta'lim usullari bilan o'qish usullarini o'zaro fikricha: o'qitish va o'qish usullari bilan o'zaro aralashgan holda xabar-umumlashtirish tipidagi usullar, izohli va eslashga oid usullar, ko'rsatmali-amaliy usullar, izohli rag'batlantiruvchi usullar, izlanishli usullar, qisman izlanishga oid usullar kabi o'qitish usullarini paydo qiladi[22].

Pedagogikada o'qitish metodlarini tasniflashga yagona yondoshish hozirda mavjud emas. Didaktikada ta'lim metodlarini quyidagicha farqlashlar keng tarqalgan: bilimlar manbai yuzasidan farqlashlar Lordkipanidze S.O., YE.YA.Golant, didaktik maqsadlar bo'yicha farqlashlar B.P.Yesipov, bilish faoliyatining saviyasi bo'yicha farqlashlar I.YA. Lerner, M.N.Skatkin, M.I.Maxmutov[23].

Metodlarning binar sxemalari va ularni uch o'lchovli farqlash ham mavjud. Ana shu tasniflashlarning har qaysisida afzalliklar hamda kamchiliklar mavjuddir. Ular adabiyotlarda ham o'rganilib chiqilgan. Ta'lim metodlarini bilish manbalari bo'yicha tasniflash ancha sodda sanalib, uni dars jarayonlarida ko'p targ'ib qilinadi. Bu belgi yuzasidan metodlar quyidagi uch guruhga ajratiladi:

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[22] http://elibrary.ru/item.asp?id=15200920

[23] https://jspi.uz/wp-content/uploads/2020/01Boshlangich-talimda-pedagogika-innovatsiya-integratsiya.pdf

1. Og‘zaki metodlar (ma’lumotni o‘quvchiga so‘z bilan yetkazish, suhbat orqali, kitoblar va darsliklar orqali, adabiyotlarni o‘rganish orqali).

2. Ko‘rsatmalik metodlari (dars jarayonida taqdimotlar, kuzatishlar, rasmlar).

3. Amaliy ishlar metodlari (mashq, laboratoriya tajribalari, amaliy va tajriba ishlari).

Bularning hammasi qanchadir darajada shartli sanaladi, sababi bu metodlarning barchasi bir-biri bilan chambarchas bog‘liq bo‘lganidan, ularni har vaqt ham cheklash nojoizdir. Har bir ta’lim metodining o‘z vazifalari mavjud.

Har qaysi ta’lim beruvchining dars mashg’ulotlarini berishida ko‘plab samarali metodlar va usullar qo‘llanilib, ularni qo‘llashdan eng asosiy maqsadimiz o‘quvchi yoshlarning ta’limiy va tarbiyaviy o‘qish va ishlarining natijasini samaraliroq bo‘lishini oshirishdan iboratdir. Bu metod va usulni qo‘llash o‘quvchilarning tinglashini va harakatini oshiradi va o‘qish jarayonini yengillashtiradi.

O‘qish, o‘rganish diqqat, e’tiborni va sabrni talab qiladigan jarayondir va unda kuchli xotira, mustahkam iroda bo‘lishi lozim. O‘qituvchining asosiy vazifalaridan biri samarali metodlardan qo‘llab, o‘quvchilarda yuqoridagi sifatlarni ulg‘aytirishdir. Bugungi zamon ta’limi nafaqat erishilgan bilimlardan foydalanishni emas, balki yechilishi kerak bo‘lgan muammolarni tanishtirishi, bularni yechishni o‘rgatishi ham kerak.

Ko‘pchilik didaktika metodlarni o‘qituvchi va talabalarning o‘quv jarayonining vazifalari kompleksini hal qilishga qaratilgan o‘zaro aloqadorlikdagi faoliyati usullari sifatida ko‘rib chiqadi. Metod ko‘p o‘lchovli va ko‘p tarmoqli hodisa bo‘lib hisoblanadi. An’anaga aylanib qolgan ta’limiy savolga - qanday o‘qitish darkor – bu savolga javob izlash biz va sizni ta’lim usullari va metodlariga e’tibor qaratishimizga zamin hozirlaydi.

Usullarsiz ko‘zlangan mazmunni amalga oshirib, qo‘yilgan maqsadga erishib, ta’limni bilish faoliyati bilan to‘ldirib bo‘lmaydi. Metod o‘quv jarayonining o‘zagi, rejalashtirilgan maqsad va yakuniy natija orasidagi bog‘liqlikdir. O‘qitish metodi o‘qituvchi va o‘quvchilarning ta’lim maqsadiga erishishga qaratilgan ketma-ketlikdagi faoliyati tizimidir. O‘qitish metodi - bu murakkab, ko‘p qirrali, ko‘p sifatli ta’lim hisoblanadi.

Dars jarayonlarida qo‘llanilayotgan ta’lim metodlari xilma- xil hamda ko‘p sonlidir, ularning har biri o‘ziga xos xususiyatlari, ta’limiy hamda tarbiyaviy imkoniyatlari mavjuddir. Bundan ko‘rinib turibdiki, bu metodlarning har biri muayyan ta’lim-tarbiyaviy maqsadlar uchun mos hisoblanadi. Shu boisdan ta’lim metodlari va usullarining har-birini o‘z o‘rnida qo‘llash ko‘zda tutilgan samaraga erishish katta ahamiyatlidir. Lekin bu masala olimlarimiz tomonidan hozirgacha to‘liq o‘rganilmagan. "Muammo" metodi yoki texnologiyasining ko‘plab foydali tomonlari mavjuddir. O‘quvchilarga darsning mavzusi nomidan kelib chiqqan holda yuzaga keladigan turli xil muammoli vaziyatlar, muammoli masalalar bo‘yicha yoki vaziyatlarning yechimini to‘g‘ri tanlashga o‘rgatish, bu metod

orqali muammoli vaziyatlarning mazmun va mohiyatini ochib berish yuzasidan malakalarni shakllantirish, muammoni yechishning ko'plab metodlari bilan yaqindan tanishish va muammoni hal qilishning eng samarali usullaridan foydalalanishni o'rgatish, muammolarning qayerdan kelib chiqqanligi sabablarini hamda yechimini topishning eng maqbul yo'llarini topishga undaydi.

Pedagogika fanida o'qituvchilarning amaliy tajribasini o'rganish va umumlashtirish asosida ta'lim metodlarini tanlashga o'quv-tarbiya jarayoni kechayotgan shart-sharoitlar va aniq holatlarga bog'liq muayyan yondashuvlar vujudga keladi. Ta'lim metodlarini tanlashda quyidagi holatlar inobatga olinishi lozim:

- zamonaviy didaktikaning yetakchi g'oyalari, ta'lim, tarbiya va rivojlantirishning umumiy maqsadlari;

- o'rganilayotgan fan mazmuni va metodlari, mavzularining o'ziga xosligi;

- xususiy fanlar metodikasining o'ziga xosligi va umumdidaktik metodlarni saralashga qo'yiluvchi talablarning o'zaro aloqadorligi; - muayyan dars materialining maqsadi, vazifalari va mazmuni;

- u yoki bu mavzuni o'rganishga ajratilgan vaqt;

- o'quvchilarning yosh xususiyati, bilish imkoniyatlari, darajasi;

- o'quvchilarning darsga tayyorgarlik darajasi; - o'quv muassasalari, auditoriyalarning moddiy ta'minlanganlik darajasi, jihozlar, ko'rsatmali qurollar, texnik vositalarning mavjudligi;

- o'qituvchining imkoniyatlari, nazariy va amaliy jihatdan kasbiy tayyorgarlik darjasi, pedagogik mahorati, shaxsiy sifatlari;

- o'quv muassasalarida fanlararo hamkorlikning o'rnatilganligi. O'qituvchi bu holatlarni inobatga olib, u yoki bu ketma-ketlikda og'zaki, ko'rgazmali yoki amaliy metodlarni, reproduktiv yoki mustaqil ishlarni boshqarish metodlarini nazorat va o'z-o'zini nazorat metodlarini tanlash borasida aniq yechimlar qabul qiladi.

Ta'lim metodlari pedagogning imkoniyatlarini kengaytiradi, vaqtini tejaydi. Mashg`ulot jarayonlarida o'qituvchiga darsni qulay boshqarish imkonini beradi, unga faollik kasb etish bilan bir qatorda ta`limning mazmun-mohiyatini belgilab beradi. Jumladan:

- Ta`lim motivlari kuchi o'quvchining bilim olish yo`lidagi qiyinchiliklarni yengib o`tishga bo'lagan intilishilari uning davomiyligi bilan belgilanadi.

- O'qitish jarayoni pedagog, talim oluvchi va o`qitish vositalarining o'zaro ta'siridan iborat bo'lib, hozirgi zamon axborot texnologiyalari imkoiyatlari o`qitish vositalariga o'qituvchi va ta`lim oluvchi vazifalarining bir qismini yuklash imkonini beradi.

- Ta'lim metodlari darslarning qulayligini ta`minlaydi. Unda o'quvchining o'quv materiallarini o'zlashtirshi doimiy ketma-ket kuzatishga, nazorat olib borishga, kerak holarda tuzatishlar kiritib borishga imkoniyat yaratiladi.

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FORMATION OF THE CREATIVE-COMPETENT APPROACH OF NON-PHILOLOGY STUDENTS IN THE CREDIT MODULE SYSTEM

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Abstract: This article deals with the formation of the creative-competence approach of non-philological education students in the credit module system.

Key words: competence, concept, credit module, assessment model.

On October 8, 2019, the head of our state signed the Decree "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030". In this important programmatic document, at least 10 higher education institutions in the republic are ranked in the first 1,000 places by internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities). inclusion in the list of institutions and step-by-step transfer of the educational process in higher education institutions to the credit-module system" was determined.

Also, by 2030, 85 percent of all higher education institutions in the republic, including 33 higher education institutions in the 2020/2021 academic year, will be transferred to the credit-module system.

The credit-module system is a process of educational organization and is an assessment model based on a set of module technologies and a credit measure. Carrying it out as a whole is a complex and systematic process. In the credit-module principle, two main issues are important:

- ensuring independent work of students;
- assessment of student knowledge based on rating.

The following are recognized as the main tasks of the credit module system:

- organization of educational processes on the basis of modules;
- determining the value of one subject, course (credit);
- assessment of students' knowledge based on the rating score;
- to enable students to create their own study plans individually;
- increasing the share of independent education in the educational process;
- the convenience of educational programs and the ability to change based on the demand for a specialist in the labor market.

The above is not only teaching based on innovative educational technologies, but also independent learning from the student, a new attitude to education, acquiring necessary and in-depth theoretical knowledge based on the demand of the labor market., consists of teaching to form practical skills. In short, this system is aimed at the professional development and maturity of the student. It is aimed at ensuring the education of the scholar throughout his life and forming human capital that can meet the labor market and modern requirements.

Let's briefly touch on the essence of the module and credit concepts here.

A module is a part of the curriculum in which several subjects and courses are studied. It is a set of several subjects (courses) aimed at students' ability to acquire certain knowledge and skills, to conduct analytical and logical observation. In this, the teacher organizes the educational process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student learns the subject independently and completes the assigned tasks.

In the "National Program of Personnel Training" and the Law "On Education", introducing new forms and forms of educational content, which serve to develop student activity, improve students' personal thinking, and guide creativity it was said that it is an important task to achieve the implementation of activities aimed at organizing effective education.

The effective implementation of the "State Program for the Development of School Education" is a clear proof of this. The main factor in improving the effectiveness of education is the implementation of educational technologies, especially information and communication technologies, the rational use of multimedia resources, the result of which

is the growth of the student's ability to know. The advantage of information and communication technologies is that they teach students to think independently, expand their worldview, listen and observe, strive and search, develop thinking, and work independently. Teacher and student work together. The teacher, as a manager, shows different directions to the student. The student takes an active role in the course of the lesson and thinks independently. Teaching to effectively use skills in the lesson increases the effectiveness of the lesson.

It is necessary to attach special importance to the introduction of new pedagogical technologies at all stages of education, especially the effective and rational use of information and communication technologies and the achievement of high efficiency. To prepare competitive, qualified personnel that meets the world's requirements, to train the future generation with high spirituality, to respond correctly to the changes taking place in social life, and to educate well-rounded individuals who deeply understand the essence of our national values. The future teacher should show examples of creativity, curiosity, and self-sacrifice. Also, the teacher should have skill and art, he should be able to attract students to himself, make the lesson interesting and give knowledge and education to the student.

One of our main tasks today is to teach students to effectively use the various types of skills they have in their personal, professional, and social life situations, to teach independently, to independently search for and analyze the necessary information related to science, and to provide materials for increasing the necessary knowledge. It is to learn to distinguish, to give special importance to the skills that work when unforeseen, uncertain, that is, problematic situations, and to use the acquired knowledge in the process of daily life. In the education of these characteristics in students, it is necessary to form competencies in them, especially in the process of instilling the knowledge, skills and qualifications related to foreign language.

Competence is the ability to use the theoretical knowledge, skills, and abilities acquired by a student in a specific subject to solve practical and theoretical problems encountered in everyday life.

No matter what profession a person has, if he approaches his work and training diligently and with love, he will perfectly master its secrets, and at the same time, he will realize himself and find perfection in this field. If a teacher loves and educates children, he will grow up and gain wisdom. Because the future is in the hands of young people, they are our tomorrow. It is important to develop competencies in them, to turn the student not into a "parrot" who only listens or repeats what he heard during the lesson, but into a person who observes deeply, expresses his independent opinion, works in cooperation with others, respects the opinions of others, and has a broad worldview. The role of pedagogical technologies is incomparable. Teaching using interactive methods enables students to independently acquire all kinds of scientific and theoretical knowledge, to form

their knowledge and skills, and on the basis of this, to form the content of students' scientific worldviews and increase their activity, to teach them to think freely, to determine their creative abilities. and implementation, formation of teacher-student cooperation, and finally ensures the achievement of a guaranteed final result.

In interactive methods, the teacher creates an environment for the student to acquire independent and perfect knowledge, directs him to master the basics of science, arouses interest and affection. The new pedagogical technology changes the methods and forms of classes, makes them diverse, and makes the student an active participant in the educational process. Innovative, non-standard (interactive) forms of teaching are computer games, using the Internet, paying more attention to a new topic in various ways with electronic textbooks, teaching through conversation, games, competitions, dramatic, musical., question-and-answer, brainstorming, field trip, interview, business, debate, etc. Educational methods and methods alternate during the course of the lesson. In a non-traditional lesson, the personality of the student is in the first place. The teacher works one-on-one with the student in an interactive way.

The introduction of the credit-module system is an important factor in the cooperation between the teacher and the student. In modular education, the pedagogue organizes, manages, advises and checks the student's learning process. The student moves independently towards the directed object. The greatest emphasis is placed on independent education of students.

The importance of independent education in the educational process will increase, and this will lead to an increase in the independence, creative initiative and activity of specialists in the future. In the credit-module system, university students always have the opportunity to receive help and advice from teachers and fellow students. This strengthens mutual cooperation and serves to form teamwork skills.

The transition to the credit-module teaching system increases the commitment and demand for professors and teachers of the higher educational institution. As mentioned above, with the modular teaching system, the teacher performs not only the functions of an informant and supervisor, but also the functions of a consultant and coordinator. The leadership role of the teacher is preserved in the pedagogical process.

The credit system of education increases the exchange of students. Because credits received at one university are taken into account at another, and students can transfer from one university to another without losing credits. It is this system that allows Uzbek students to continue their studies in advanced foreign universities and to remove complex bureaucratic obstacles. But it should also be noted that the direct application of any international experience blindly, without taking into account our own values, without a deep analysis of each of its elements, is scientific. if it is not implemented based on the foundations, it should not be forgotten that certain negative situations will occur in the future.

That is, it does not mean that this system is fully compatible with our worldview, conditions, and values aimed at raising a mature person. Therefore, it is necessary to change the views of professors and students, who are active elements of the educational process, to inculcate the requirements of this system in them, and to form a unique culture.

After all, we should feel that it is inevitable that we will lose our place and position in the competition if we do not prepare personnel that meet the demands of the labor market.

But there is no better way and no choice before us. Why, higher education institutions of all developed countries follow this path and achieve high results.

After our traditional higher education system is not recognized in the world, we are obliged to implement advanced standards and systems in higher education institutions. Therefore, it is the right decision to strive for innovation, to continue the actions started on the fundamental reform of the higher education system. Unlike other subjects, foreign language serves as the most powerful tool for enriching human psyche, emotions, thinking, and spiritual world. The science of foreign language also teaches students to think independently, develops their oral and written speech, and enriches their spiritual world. In the organization of interactive lessons, the teacher's art of oratory and beautiful speaking skills attract the attention of the student.

Summary. The main measure in determining the general goal of education can be: We have declared the education of a perfect person as a key area of state policy. When we say a perfect person, we mean, first of all, a person with a high level of consciousness, who can think independently and is an example to others. we understand educated, enlightened people.

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CURRENT METHODS FOR FUTURE TEACHERS' TRAINING

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ABSTRACT

This study addresses the issue of contemporary methods used in teacher preparation, interpreting them as activity-based, axiological, cultural, personal, and competent approaches. It also highlights the advantages of these methods.

Keywords: approach, theoretical content, future teacher preparation, individual approach, methodological foundation, work environment, teaching process, active learning technique, and student.

Modernization of the education sector, determined by the transition from the paradigm of knowledge of disciplines to a paradigm based on competencies, is taking place both in the school education system and in the system of training students studying to become future teachers. There are many contradictions in the training of future specialists, and one of the main ones is that professional training occurs in the process of high-quality and significantly different activities, noticeably different from the professional environment [1, p. 44]. The professional skills of a student studying to become a future teacher must be explored in the right conditions, but at the moment there is still a problem with completing assigned tasks that do not correspond to pedagogical goals. Mastering a profession is a process of dynamic transition from academic, educational and professional to proper professionalism through simulated professional situations, which determines the cognitive and professional motivation of personal development. In the preparation of future teachers, a contradiction arises between the demand in educational organizations who are able to work in a person-oriented developmental paradigm and the traditional model of their training in higher specialized educational institutions.

An analysis of scientific and pedagogical literature revealed that there are a number of theoretical problems in the preparation of future teachers:

• low level of understanding of theoretical material in the learning process (problems of preparing a passive teaching method);

• the student's desire not for knowledge, but for memorizing theoretical material;

• lack of understanding of the relationship between the theory being studied and the tasks of teaching practice;

 • ignorance of the requirements for organizing the educational process in a modern school.

According to the authors of the scientific literature "Fundamentals of professional pedagogical activity" N.N. Nikitina, O.M. Zheleznyakova, M.A. Petukhov, the most modern approaches to the training of specialists provide for the implementation and concretization of the paradigm of student-centered education. These include the following approaches: personal, individual, cultural, axiological, activity-based, contextual [2, p.

207]. Personal approach is a consistent attitude of the teacher towards the student, towards a confident, responsible subject of educational interaction [3, p. 66]. The personal approach shifts the attention of professional education from mastering a specialty as mastering professional knowledge. Modernization of the education sector, determined by the transition from the paradigm of knowledge of disciplines to a paradigm based on competencies, occurs both in the school education system and in the system of training students studying at future teachers. There are many contradictions in the training of future specialists, and one of the main ones is that professional training occurs in the process of high-quality and significantly different activities, noticeably different from the professional environment [1, p. 44]. The professional skills of a student studying to become a future teacher must be explored in the right conditions, but at the moment there is still a problem with completing assigned tasks that do not correspond to pedagogical goals. Mastering a profession is a process of dynamic transition from academic, educational and professional to proper professionalism through simulated professional situations, which determines the cognitive and professional motivation of personal development

These include the following approaches: personal, individual, cultural, axiological, activity-based, contextual [2, p. 207].

Personal approach is a consistent attitude of the teacher towards the student, towards a confident, responsible subject of educational interaction [3, p. 66]. The personal approach shifts the attention of professional education from mastering a specialty to acquiring professional knowledge, skills and abilities to prepare the personal potential of the future teacher.

The culturological approach is a fundamental humanistic position that recognizes man as a subject of culture, its main character, capable of incorporating all the "old" meanings of culture and at the same time generating new ones. With this approach, the sphere of human existence, the sphere of its activity is considered as culture [4, p. 210]. The key problem in the training of future teachers is to ensure the cultural nature of education, which determines the next stage in the development of national education, at which the cultural approach acquires strategic importance.

The axiological approach, considered from the standpoint of a philosophical and pedagogical strategy for the development of social systems, reflects the social and humanitarian role of education as the basis of culture, enriches and mediates spiritual and moral experience, preserves and develops the humanitarian potential of society.

Personality as the highest social value for ensuring a humane future [5, p. 17-18]. We believe that the axiological approach is organically inherent in modern pedagogy, in which the student is considered the highest value of society. In this sense, axiology can be considered as the methodological basis of modern education and pedagogy.

The activity based approach is not a set of educational technologies or methodological techniques. This is a kind of philosophy of education, a methodological basis on which various developmental systems of training or education with their specific

technologies, methods and theoretical characteristics are built. The activity approach is an educational activity in which the student acts as an active subject of cognition, work and communication, in which educational skills are formed in educational activities.

Goals when planning the course of future activities, its implementation and regulation, self-control, analysis and evaluation of the results of one's activities. The competency-based approach is based on skills, is a priority orientation towards the goals - vectors of education: learning, self-determination (self-determination), self-realization, socialization and individual development. Fundamentally new meta-educational constructs: competence, competency and meta-qualities act as tools for achieving these goals [6, p. 179]. We stand in solidarity with O.E. Lebedev, who argues that the competency-based approach is a set of general principles for determining learning goals, choosing the content of education, organizing the educational process and assessing learning outcomes [7, p. 9]. It should be noted that the introduction of a competency-based approach into the pedagogical process of a specialized university in the preparation of a future teacher is a doubly important and relevant task: the student – the future teacher – occupies a double position here, being, on the one hand, the subject of this approach, and on the other, a potential object. who will use the ideas of the competency-based approach in future professional activities [8, p.62]. In preparing a highly qualified specialist in the field of education, it is necessary to pay special attention to innovative approaches, using them to improve professional experience, starting from the stage of training students studying to become future teachers. The correct use of the above approaches in the preparation of future teachers will make it possible, in active learning activities, to help students not only master theoretical material in the disciplines, but also develop personal and professional qualities. Modern approaches involve active learning methods that simulate real conditions of professional activity. Active learning methods include those in which each student actively and independently retrieves and processes educational information.

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EFFECTIVE ESP TEACHING THROUGH INFORMATION TECHNOLOGY
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Abstract: This article describes some effective ways of using information technologies in learning foreign languages. Moreover, useful methods of teaching through technologies, such as special language teaching software and its advantages in teaching English for specific purposes briefly discussed.

Keywords: foreign languages, education system, information technology, communication, pedagogy, English for specific purposes, development, program, methods, text, requirements, teaching process.

Today, one of the main requirements of a high professional skill is the perfect knowledge of foreign languages. It is noteworthy that special attention is paid to the study of English, which occupies a leading position among international languages. Particular attention is paid to the development of the teaching technology in English in the educational institutions and the implementation of professional programs for this purpose. This is a predefined conceptual framework for a modeled program. In addition to teaching special English skills, terminology, vocational training materials, audiovisual resources, and texts can be seen as an aspect of the implementation of the aforementioned tasks. It is important to ensure the priority of the education system in the process of training specialists, including the introduction of new technologies in teaching foreign languages. It is well known, that the expression of thought, communication between nations, spiritual and other dialogues are expressed through language. Such technologies reflected in the education system, and it enhances the level of foreign language teaching. In each area, we

also need to develop a networking approach to address the future needs of those who are fluent in English (subject to Classificatory, Qualifications and State Education standards).

Depending on the directions of the field of higher education, the use of supplementary texts in the English language teaching process will increase the ability of learners to learn languages. Alternatively, alternative methods can be used, that is, to meet the demand by adopting alternative methods of education in the education system of other countries; it is desirable to use predictions from all the above-mentioned approaches in different combinations.

The Requirements for Foreign Language Speech indicate that speaking is a requirement of time to learn many types of vocabulary. Explaining the content of other languages, especially in English language, reading and writing, speaking practice, specialization, specialization in broadband and professional literature, explanation of abstracts, theses, as well as written information exchange processes The importance of information and communication technologies is evident and clear.

The use of additional text-based curriculum is one of the methodological approaches to a well-deserved solution to the problem of English teaching. Approaches to this approach are widely used in the national methodology.

All these approaches are evidently used in different combinations, not in a pure form. It is important to note that this approach should not be overlooked in English language teaching, because it is possible to solve a number of educational issues more successfully than other technologies, thanks to such approach technology. It is easy to get information and text content on a variety of programs, using computer hardware and magnetic discs to develop speech in English language courses at non-philological universities.

In addition, parts of the text or content in the text are beneficial for speech. At the same time, students have the opportunity to expand their vocabulary and participate in the research activities so that they can apply their knowledge in practice.

It is possible to prepare additional text articles using press, periodicals, and media. Students are encouraged to learn about interesting findings and scientific discoveries. If there are any words or phrases that are difficult to understand in the text, it is important to consider the simplified dogma to help students understand. As a result, students have the opportunity to practice their knowledge, expand their knowledge, and engage in research. The most exciting part of the course is the increased interest of students in the use of modern information and communication technologies, the unique opportunities of the Internet.

Teaching English is only possible with new ideas, technologies, and development. Without a doubt, it will be a good result if you follow them during the sessions. The goal of using supplementary textual learning is to introduce students to the most common ideas in education. This technology reflects a person-oriented approach, and not only the

achievement of each student's knowledge, skills and skills, but also the individual characteristics of the development, can be achieved.

The exercises to check whether the reader understands the additional text can be expressed as follows: Answer the questions on the text hydro technical constructions. Some questions can be simplified when questioning exercises are used to find out if the text is read. Thus, the implementation of technology, ensuring that the teaching methods meet the requirements of time is the primary task of pedagogical scientists. One of the most pressing social problems is training and professional development of specialists.

One of the peculiarities of our time is the accelerated development of information and communication technologies and the new approach to the educational process and its organization. The XXI century is a high technology age, and modern young people are stepping not only in the spirit of the spirit but also in the development of the electronic world. Therefore, the younger generation demands a different approach to the teaching process. Teacher's role in the course is also changing. The teacher is now acting mainly as a guide. Teachers who want to take a break with the time require time to be ready for any part of the lesson through ICT.

Indeed, the role of modern pedagogical technologies and information and communication technologies is exacerbated by the purposeful organization of game classes that interest students, in order to improve the quality and effectiveness of their education. The capacity to use them is increasing day by day, and technical tools are becoming an integral part of the learning process. To teach English to computers effectively, the teacher must first be able to use computer technology at a professional level need. The use of this level includes not only the full capabilities of the computer, but also the creation of new curricula. In order to be a pedagogue of this level, every foreign language teacher needs to work more on modern technology. There are some advantages in teaching English to computer-based traditional teaching methods. First, computer-based learners will be able to test their skills in four language areas (speech, listening, writing, and reading). With the help of advanced software, it is possible. It is only necessary to direct the reader to this method of learning.

Moreover, every rule of the word, every word, every word of consciousness that has been taught to teach foreign languages through the computer has been well preserved in the memory of the reader. It is because of the rich graphic capabilities of the computer, video and video content is one of the most effective ways to teach foreign languages through PC. It is best to use the Audacity, H5P, Adobe audition, and Power Point 2013, iSpring, video converter to help you with your time. Because these programs use video and audio, visual, animated themes to highlight the topic, the effectiveness will be further enhanced. In Power Point, you can attract students to the topic by showing them in audio, video, and images. Moreover, Moodle platform will also be useful for online assessment and digital task development.

Thus, the dissemination of technology, ensuring that the teaching methods meet the requirements of time is the primary task of pedagogical scientists. Training and retraining of experts are also actual. At the same time, the economic, political, cultural and educational relations of the state with the countries of the world are gaining ever increasing interest of our young people to the life, culture, traditions and languages of foreign countries. The role of foreign languages, especially English, is remarkable in the development of these relations.

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NOFILOLOGIK YO'NALISH TALABALARIGA INGLIZ TILIDA SOHAVIY LEKSIKANI O'RGATISH METODIKASI

Usmonjonov Asadbek Ilhom o'g'li
Fizika va kimyo fakulteti
Fizika va astronomiya yo'nalishi 3-kurs talabasi
Ilmiy rahbar: Anarbekova Ayjan Azizbek qizi
Chirchiq davlat pedagogika universiteti
Fakultetlararo chet tillar kafedrasi o'qituvchisi

Annotatsiya: Ushbu maqolada nofilologik yo'nalishi talabalari uchun ingliz tilida sohaviy leksikani o'rgatishning ahamiyati va uning metodik masalalari haqida fikr va mulohazalar berilgan.
Kalit so'zlar: nofilologik yo'nalishlar, leksika, sohaviy leksika, leksik ko'nikma va leksik malaka

Hozirgi globallashib borayotgan jahonda chet tillarini o'rgatish va o'rganish ahamiyati yildan -yilga oshib bormoqda. Turli davlatlar o'rtasidagi siyosiy, iqtisodiy, ekologik va madaniyatlararo aloqalarning o'rnatilishi chet tillarini,shu jumladan, ingliz tilini ham o'rganishga ehtiyoj borligini ko'rsatmoqda. Zamon talabi bilan chet tillarini ayni paytda nafaqat xorijiy tilllar yo'nalishidagi talabalar, balki tilshunos bo'lmagan, ya'ni nofilologik yo'nalishdagi talabalar va boshqa kasb egalari ham o'rganishga juda katta

ehtiyoj sezishmoqda. Nofilologik yo'nalishdagi talabalar ingliz tilini o'rganish orqali kelajakda o'z kasbiy faoliyatlarini samarali davom ettirish, o'zi uchun ingliz tilida nashr etilgan ilmiy maqola va adbiyotlar kabi turli manbaalardan foydalanish imkoniyatlariga ega bo'lishadi.

Nofilologik yo'nalishlarda ingliz tili umumta'limiy o'quv premeti sifatida o'qitilib kelinmoqda. Bu esa talabalar (kimyogarlar,biologlar, mediklar, matematiklar, muhandislar, fiziklar va h.k.) uchun maxsus o'quv dasturi, o'quv qo'llanmalari va o'qitish metodikasidan foydalanishni taqozo etadi. Bunday yo'nalishlar uchun yaratilgan o'quv dasturi va ilmiy adabiyotlarni tahlil qilish orqali, talabalarning kelajakda o'z sohasi bo'yicha yetuk mutaxassis bo'lib yetishishlarida chet tillarini,shu jumladan, ingliz tilining ham o'rni beqiyos ekanligini ta'kidlashimiz mumkin.

MAVZUGA OID ADABIYOTLAR TAHLILI

O'quv dasturlari va malaka talablari hujjatlarida nofilologik yo'nalishlardagi talabalarning ingliz tilidagi nutq ko'nikmalari (o'qish, yozish, gapirish va tinglab tushunish) bilan bir qatorda til materiali tarkibiga kiruvchi sohaviy leksikani ham belgilangan darajada o'rganishlari kerakligi yoritib berilgan. Talabalar sohaviy leksikani o'rganish orqali sohaviy matnlarni o'qib tushunish, gapirib berish, kichik matnlar yaratish va audiomatnlarni tinglab tushunish ko'nikmalariga ega bo'lishadi.

Chet tili o'qitish metodikasida M.Uest, R.Mishea, J.Guguneym, H.Palmer, X.Hyuz, Ch.Friz, V.A.Buxbinder, S.V.Kalinina, L.Z.Yakushina, M.S.Latushkina, N.V.Nikolayev, A.A.Zalevskaya, M.A.Pedanova, Yu.V.Gnatkeyevich, S.F.Shatilov, Y.I.Passov, J.Jalolov, X.Soynazarov, I.V.Raxmanovlar tomonidan leksikani o'rgatishga oid ilmiy-tadqiqot ishlari olib borilgan. Mazkur tadqiqotchilar tomonidan turli o'quv yurtlarida ingliz tilida leksikani o'rgatishga qo'yiladigan dasturiy talablar, uning lingvistik (tilshunoslik), psixologik (ruhshunoslik) va metodik asoslari, leksikaning turlari va o'ziga xos xususiyatlariga doir masalalar ilmiy tadqiq etilgan [3].

TADQIQOT METODOLOGIYASI

N.D.Galskovoning yozishicha, chet til o'qitish jarayoni murakkabligi, ko'pqirraliligi va ko'p omilligi sababli boshqa o'quv predmetlaridan ajralib turadi. Bundan kelib chiqadiki, nofilologik o'quv yurtlarida sohaga oid leksikani o'rgatish pedagogdan maxsus yondashuv va metodlardan foydalanishni taqozo etadi. O.I.Jdankoning [4] ta'kidlashicha, boshqa yo'nalish talabalarining chet tilida leksikani yetarli darajada o'rganishi, o'z fikrlarini grammatik jihatdan to'g'ri ifodalay olishi chet ellik mutaxassislar bilan erkin suhbatga kirisha olish imkonini beradi va bu,o'z navbatida, kasbiy faoliyatiga samarali ta'sir ko'rsatmay qolmaydi.

J.Jalolovning ilmiy qarashlari bo'yicha, leksikani o'rgatish ikki bosqichda amalga oshadi: Leksikani metodik tayyorlash va leksik ko'nikmani shakllantirish.

Leksikani metodik tayyorlash ham 4 bosqichda ketma-ket amalga oshiriladi: tanlash, taqsimlash,tasniflash va taqdimot (statik).

Metodikada leksikani "tanlash" atamasi fanda ishlab chiqilgan mezonlar asosida til makrosistemasidan o'quvchi o'rganishi uchun mo'ljallanadigan mikrosistema yaratish jarayonini ifodalaydi. Bunda "tanlash manbai", "tanlash mezonlari", "tanlash birligi" kabi mezonlarga amal qilinadi.

Tanlash manbai deganda aktiv va passiv leksik minimumni til sistemasidan tanlab olinadi. Aktiv leksika badiiy asarlardagi juftnutqdan yoki so'zlashuv-adabiy nutqning yozilgan fonogrammasidan tanlanib, o'quvchi og'zaki nutqida foydalaniladi. Passiv leksika esa adabiyotlardagi yozma nutqdan olingan parchalar asosida shakllantiriladi va yozma nutqda foydalaniladi.

Tanlash mezonlari o'z ichiga hisob-kitob mezonlari, metodik mezonlar va tilshunoslik mezonlarini qamrab oladi. Hisob-kitob mezonlariga tanlanayotgan leksikaning ko'p qo'llanilganlik va keng tarqalganlik mezonlari kiradi.Metodik mezonlar o'qitish maqsadi va nutq mavzularini mo'ljallab qo'llanilish mezonlarini qamrab oladi. Tilshunoslik mezonlariga so'zlarning birikishi, so'z yasash imkoniyati, ko'p ma'nolilik, uslubiy jihatdan chegaralanmaganlik, sinonimlarni chegaralash (yakkalash) va gap tuzishdagi ishtiroki kabi mezonlarni kiritish mumkin.

Tanlash birligi mezoniga quyidagicha talab qo'yiladi: birinchidan tanlash birligi mezonlar va tanlash tadbiriga mos tushishi kerak,ikkinchidan, ular xolisona amallar asosida ajratib olinishi talab etiladi.Qisqa qilib aytganda, tanlash birligi sifatida so'zlar, ularning leksik-semantik va leksik-frazeologik variantlari hamda nutq klishesi (qolip-jumla) muayyan ma'noda olinadi.

Leksika taqsimoti 2 bosqichda amalga oshiriladi: a) aktiv va passiv leksik minimumlarga ajratiladi, ta'limning boshlang'ich bosqichlarida og'zaki nutq o'qitish maqsadi hisoblanadi va aktiv leksika tanlab olinadi, ta'limning yuqori bosqichlarida o'qish uchun passiv leksika tanlab olinadi, passiv leksikaning yarmi og'zaki nutqda ham foydalaniladi; b) reproduktiv va retseptiv tarzda o'rganiladigan leksika darslik yaratishda sinflar minimumi shaklida ajratib chiqiladi.

Leksikaning tasniflashga kelsak, amerikalik chet til o'qitish ruhshunosi X.Hyuzning [2] ona tili bilan taqqoslash orqali chet til leksikasini oson va qiyin turlarga bo'lish haqida fikr bayon etganligini aytishimiz mumkin. Demak, metodikada tasniflash degani o'zlashtirishda turli darajada qiyinchilik tug'diradigan leksik birliklarni taqsimlab chiqish jarayonini anglatar ekan. Mashhur metodist H.Palmer [5] tilni egallashda shakl (form), ma'no (meaning) va qo'llanilish (function) yuzasidan qiyinchiliklarni tadqiq etgan va bu barchaga manzur bo'ldi. Yana bir mashhur metodistlardan biri Ch.Friz [1] so'zlarning gapdagi vazifasi va birikish jihatini hisobga olib, barcha so'zlarni 4 guruhga tasnif etgan:

1) yordamchi so'zlar; 2) o'rinbosar so'zlar; 3) inkor bor-yo'qligini bildiradigan so'zlar; 4) narsa va harakat sifatini ifodalovchi so'zlar.

TAHLIL VA NATIJALARI

Metodikada leksikani o'rgatishning ikkinchi bosqichi bu- leksik ko'nikmani shakllantirish bo'lib, uning tarkibiga leksikaning taqdimoti (dinamik), leksikani mashq qilish va leksikaning qo'llanilish mezonlari kiradi. Bu mezonlar amaliyot orqali egallanadi. Avvalo, leksik ko'nikma nima? degan savolga javob topish o'rinlidir." Leksik ko'nikma" tushunchasi metodist olimlardan biri S.F.Shatilov[6] tomonidan ilmiy izohlangan bo'lib, nutqda so'zni qo'llash va nutq jarayonida so'z yasash demakdir. Metodist olimning fikricha, bu nutqiy leksik ko'nikma bo'lib, bundan tashqari lisoniy leksik ko'nikma ham shakllanadi. Lisoniy leksik ko'nikmada ong ishtirokida so'zni tahlil etish, so'z yasash, so'z birikmasini tuzish kabi jarayonlar amalga oshadi. Demak, leksikaning nutqiy va lisoniy ko'nikmalari mavjud.

Leksikani o'rganishdan asosiy maqsad o'quvchilarga chet til nutq ko'nikmalari va malakalarini singdirishdir va leksik materialni o'rgatish 3 bosqichda amalga oshadi. Birinchi, yangi so'z bilan tanishishdan boshlanadi, ikkinchi, tanishilgan leksikani nutq jarayonida qo'llay boshlashga qaratilib, bu materialni ilk mustahkamlash davridir. Uchinchi, o'rganilgan leksika nutq faoliyati turlarida ko'nikma va malaka tarkibida o'zlashtiriladi.

Leksikaning taqdimotida so'zlarning shakl, ma'no va qo'llanilish yuzasidan amallar bajariladi. Leksik mashqlar jarayonini ham metodik jarayon, ham ma'nosi ochilgan leksik birlikni nutqda ishlatish deb tushunish xato bo'lmaydi. Leksikani qo'llanilishi bosqichida leksik birlikni barcha nutq faoliyati turlarida ishlatilishi nazarda tutiladi.

XULOSA VA TAKLIFLAR

Yuqoridagi fikr va mulohazalarga asoslanib nofilologik yo'nalish talabalari uchun ingliz tilida sohaviy leksikani o'rgatishning umumiy tahlili quyidagi lingvometodik xulosalarni keltirib chiqarishimizga imkon beradi. 1. Nofilologik yo'nalish talabalariga ingliz tilida leksikani o'rgatish o'rta maktabda shakllangan ko'nikma va malakalar yordamida rivojlantiriladi. 2. Nofilologik yo'nalishlarda sohaviy leksikani o'rgatish amaliy maqsad qilib emas, balki o'qish ko'nikmasini rivojlantirishda yordamchi vosita sifatida o'rgatiladi. 3. Nofilologik yo'nalishlarda leksikani o'rgatish sohaviy matnlarni o'qiganda tushunish va yana undan gapirish, yozish, va tinglab tushunishda ham foydalanishni ko'zda tutadi. 4. Nofilologik yo'nalishlarda leksikani o'rgatish chet tili o'qitish metodikasidagi mavjud mezonlar asosida amalga oshiriladi.

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ОБОГАЩЕНИЕ СЛОВАРНОГО ЗАПАСА УЧАЩИХСЯ С ИСПОЛЬЗОВАНИЕМ ФЕМИНИТИВОВ И НЕОЛОГИЗМОВ

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АННОТАЦИЯ
В данной статье подробно рассказывается об обогащении словарного запаса учащихся с опорой на феминитивы и неологизмы.
Ключевые слова: феминитивы, неологизмы, равноправие, формирование, словарный запас.

"Enriching students' vocabulary using feminitives and neologisms" Doniyorova lailo khudaiberdievna Senior lecturer at the department of theory of primary education Chirchik state pedagogical university
Annotation
This article talks in detail about enriching students' vocabulary based on feminives and neologisms.
Key words: feminists, neologisms, equality, formation, vocabulary.

Речь – одна из индивидуальных особенностей человека. То, что речь ребенка обязательно нужно развивать и совершенствовать, говорили многие знаменитые

учёные, педагоги и методисты. В конце XIX в. К. Д. Ушинский говорил о необходимости развития «дара слова».[24]

Развитие речи учащихся предполагает организацию систематической работы над ее содержанием. [25] В настоящее время, словарь современного школьника недостаточно богат, так как дети читают с каждым годом все меньше, и вследствие этого – небольшой словарный запас. По этой причине словарная работа на уроках русского языка приобретает особое значение для развития и улучшения лексикона школьников. Необходимость формирования и совершенствования у учеников языковой и коммуникативной компетенций требует внимания к расширению у учеников словарного запаса. Лексикон, являясь одним из компонентов языковой компетенции, представляет собой систему знаний о словах, лексических значениях и правилах употребления в речи.

При организации работы по обогащению словарного запаса обязательно нужно учитывать, то что существует индивидуальный лексикон и лексикон детей определенной возрастной группы.

Основными особенностями лексикона обучающихся в средней школе детей можно считать следующие: меньший объем (по сравнению со словарным запасом взрослого человека); понимание ребенком только какого-то одного значения многозначного слова (это может привести к непониманию воспринимаемой речи); не сформированность понятия в сознании ребенка.

Таким образом, работа по обогащению словарного состава ученика должна строиться на основе уточнения значения слова и закрепления его в языковом сознании школьника.

Усовершенствование словарного запаса учащихся с использованием феминитивов-неологизмов является важным аспектом современного образования, направленным на создание инклюзивной и равноправной образовательной среды. Феминитивы-неологизмы представляют собой новые слова или выражения, созданные для обозначения женского пола или отражения женской перспективы в языке. Их использование способствует осознанию гендерных различий, признанию равноправия между мужчинами и женщинами, а также расширению словарного запаса и языковых навыков учащихся.

Феминитивы – это существительные женского рода, парные к существительным мужского рода, то есть это те слова или выражения, которые формируются на основе женского рода или используются для обозначения женского пола. Чаще всего феминитивы встречаются при описании профессий или деятельности людей. Например, доктор – докторка, профессор – профессорка,

[24]Львов М. Р. Методика обучения русскому языку в начальных классах: учеб. Пособие для студентов пед. Ин-тов. М.: Просвещение, 1987. 348 с.

[25] Баранов М. Т., Ладыженская Т. А., Львов М. Р., Ипполитова Н. А., Ивченков П. Ф. Методика преподавания русского языка / под ред. М. Т. Баранова. М.: Просвещение, 1990. 365 с.

программист – программистка и другие. Образование феминитивов изучает словообразование, употребление — гендерная лингвистика. [26]

Основная идея феминитивов – дать женщинам возможность говорить о себе словами, которые они самостоятельно выбрали для себя. Одним из самых распространенных суффиксов для образования феминитивов является суффикс –ка: фотографка, экспертка, директорка. Также успехом пользуется суффикс –ница: исследовательница, преподавательница, начальница, — и суффикс –иня: философиня, филологиня, социологиня.

Никому не режут слух такие слова, как «акушерка», «буфетчица», «учительница», т.к. данные должности непосредственно связаны с женским трудом. Но слова, обозначающие род занятий, свойственный женщинам, используются, в основном только в нейтральных стилях. В официально – деловом стиле речи желательно сохранять форму мужского рода. Например: «С.П. Петрова числится преподавателем в институте». [27]

Неологизм (в переводе с греческого языка означает «новое слово») – это слово, значение слова или словосочетание, недавно появившееся в языке. Это понятие является относительным, так как лексическая единица является неологизмом до тех пор, пока ассоциируется с чем-то новым. Неологизмами могут быть слова, которые ранее никогда не встречались, или те, которые приобрели другое значение в процессе каких-либо событий. [28]

По источнику происхождения неологизмы бывают: языковые и индивидуально — авторские. Языковые неологизмы - это те, которые не имеют авторства, чаще всего образуются продуктивными способами, входят в синонимические, антонимические, тематические ряды и находятся в пассивном запасе до широкой актуализации обозначаемого явления. Индивидуально — авторские неологизмы – это те, которые имеют авторство, могут образовываться продуктивными и непродуктивными способами, не образуют лексических системных организаций, индивидуальны в употреблении, а также фиксируются лишь словарями языка автора и остаются в пассивном запасе языка.[29]

По способу образования различают два вида неологизмов: лексические и семантические.

Лексические неологизмы – это вновь созданные или заимствованные слова, с помощью словообразовательных средств русского языка. Например, работа — работать — разработать — разработка, лимит — лимитировать — лимитирование.

Семантические неологизмы — это широко известные старые слова из активного запаса лексики русского языка, которые получили новое значение или

[26] Лешкова О. О. Новые явления в категории феминативов (на материале современного польского языка) // Язык. Сознание. Коммуникация : сборник / Красных В.В., Изотов А. И.. — 2017.
[27] Дониёрова Л. Х. (2021). Феминитивы-неологизмы в современном русском языке. Academic Research in Educational Sciences, 2(11), 1471-1478
[28] https://4brain.ru/blog/neologizmy-novye-slova-novyh-vremen/
[29] Диброва Е. И. «Современный русский язык. Часть I.» — М.: «Слово», 2003. — 189 с.

оттенок значения. Например, зебра – полосы на проезжей части улицы, ориентир «направление деятельности кого -, чего-либо», диагноз «определение основания чего-либо».[30]

В современном обществе становится все более важным признание и уважение разнообразия гендерных ролей и идентичностей. Использование феминитивов-неологизмов способствует этому процессу, позволяя учащимся видеть себя и свой опыт отраженными в языке. Это способствует формированию позитивного самовосприятия, укреплению самооценки и повышению самоуважения как у девочек, так и у мальчиков.

Кроме того, использование феминитивов-неологизмов способствует более точному и полному описанию реальности, учитывая различные гендерные аспекты и перспективы. Это помогает развивать у учащихся языковую гибкость, культурную компетентность и способность анализировать информацию с учетом различных точек зрения. Их применение в учебном процессе не только способствует более справедливому представлению женщин в различных областях деятельности, но и формирует уважение к разнообразию и равноправию в обществе. Использование феменитивов и неологизмов в обучении помогает учащимся расширить свой словарный запас, понимать и использовать новые термины и концепции, а также иметь возможность выражать свои мысли более точно. Внедрение феменитивов и неологизмов в образовательный процесс может быть полезным для развития языковых навыков учащихся.

Таким образом, обогащение словарного запаса учащихся с использованием феминитивов-неологизмов не только способствует развитию языковых навыков, но также является важным шагом к созданию более инклюзивной, разнообразной и равноправной образовательной среды, где каждый учащийся может чувствовать себя признанным и уважаемым независимо от пола

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МЕТОД ПЕРЕВЕРНУТОГО КЛАССА

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Аннотация

В этой статье рассматривается модель «перевернутого класса» — революционный подход в образовании, который переворачивает традиционные методы обучения. Перемещая доставку контента за пределы занятий и используя личное время для активного обучения, перевернутый класс способствует персонализированному обучению, более глубокому пониманию и повышению вовлеченности.

Ключевые слова: перевернутый класс, активное обучение, контент, метод, индивидуальное обучение

Annotation

This article delves into the flipped classroom model, a revolutionary approach in education that flips traditional teaching methods. By moving content delivery outside of class and utilizing in-person time for active learning, the flipped classroom promotes personalized learning, deeper understanding, and enhanced engagement.

Key words: flipped classroom, active learning, content, method, individual learning

Annotatsiya

Ushbu maqola an'anaviy o'qitish usullarini o'zgartiradigan ta'limdagi inqilobiy yondashuv bo'lgan teskari sinf modeliga bag'ishlangan. Kontentni sinfdan tashqariga ko'chirish va faol o'rganish uchun shaxsiy vaqtdan foydalanish orqali teskari sinf individual o'rganish, chuqurroq tushunish va faollikni oshirishga yordam beradi.

Kalit so'zlar: teskari sinf, faol ta'lim, mazmun, usul, individual ta'lim

В постоянно меняющейся сфере образования постоянно появляются инновационные методы, направленные на улучшение результатов обучения и более эффективное вовлечение учащихся. Одним из таких новаторских подходов, получивших распространение в последние годы, является метод «перевернутого класса». В отличие от традиционной модели, ориентированной на учителя, «перевернутый класс» меняет сценарий, ставя ученика в центр процесса обучения.

Что такое метод «перевернутого класса»?

Метод «перевернутого класса» меняет традиционную структуру обучения, предоставляя учебный контент за пределами класса, обычно с помощью заранее записанных видео, чтений или онлайн-модулей. Затем учащиеся изучают этот материал самостоятельно в своем темпе, часто в качестве домашних заданий. Затем время занятий используется для совместной деятельности, дискуссий и практических упражнений, которые позволяют учащимся применять и углублять понимание ранее представленных концепций.

В основе метода перевернутого класса лежит несколько основных принципов:

Активное обучение: Перенося прямое обучение за пределы класса, преподаватели могут посвятить время в классе активному обучению, которое способствует критическому мышлению, решению проблем и сотрудничеству среди учащихся.

Подход, ориентированный на учащихся: Предоставление учащимся возможности взять на себя ответственность за свой учебный путь способствует независимости и более глубокому пониманию материала. Учащиеся могут приостанавливать, перематывать и просматривать контент по мере необходимости, учитывая различные стили и темпы обучения.

Дифференциация: Гибкость, присущая модели перевернутого класса, позволяет учителям дифференцировать обучение для удовлетворения индивидуальных потребностей учащихся. Учителя могут предоставлять дополнительную поддержку или предлагать дополнительные возможности в зависимости от прогресса и понимания учащихся.

Повышение вовлеченности: Смещая акцент с пассивного слушания на активное участие, метод «перевернутого класса» может повысить вовлеченность и мотивацию учащихся. Студенты с большей вероятностью будут заинтересованы в своем обучении, если они активно участвуют в этом процессе.

Преимущества метода «перевернутого класса»

Метод перевернутого класса предлагает множество преимуществ как для учащихся, так и для преподавателей:

Улучшение результатов обучения: Исследования показывают, что учащиеся в перевернутых классах часто демонстрируют лучшее усвоение материала и лучшие показатели удержания знаний по сравнению с традиционными методами обучения.

Гибкость: асинхронный характер предварительно записанных лекций позволяет студентам получать доступ к контенту в удобное для них время, учитывая различные графики и предпочтения обучения.

Более глубокое понимание: благодаря большему количеству времени, посвященному применению и обсуждению во время занятий, учащиеся имеют возможность глубже вникать в материал, задавать вопросы и получать немедленную обратную связь от коллег и преподавателей.

Продвижение навыков 21-го века: совместные мероприятия и проекты в «перевернутом классе» способствуют развитию таких важных навыков, как общение, работа в команде и критическое мышление, готовя учащихся к успеху в современной рабочей среде.

Хотя метод «перевернутого класса» предлагает множество преимуществ, он не лишен и проблем:

Доступ к технологиям: неравенство в доступе к технологиям и надежному подключению к Интернету может создавать препятствия для некоторых учащихся, ограничивая их возможности взаимодействия с онлайн-контентом вне класса.

Первоначальная реализация: переход к модели «перевернутого класса» требует тщательного планирования, развития ресурсов и профессионального развития преподавателей, чтобы эффективно интегрировать технологии и перепроектировать методы обучения.

Управление временем: и ученикам, и учителям, возможно, придется скорректировать свои стратегии управления временем, чтобы приспособиться к асинхронному характеру перевернутого класса. Учащиеся должны оставаться организованными и само дисциплинированными, чтобы выполнять задания перед уроком, а учителя должны эффективно распределять время занятий, чтобы максимизировать вовлеченность учащихся.

Мониторинг и оценка: оценка понимания и прогресса учащихся в условиях перевернутого класса может потребовать инновационных подходов, таких как формативное оценивание, коллегиальное оценивание или оценивание на основе проектов, чтобы гарантировать достижение целей обучения.

Метод «перевернутого класса» представляет собой сдвиг парадигмы в образовании, в котором больший упор делается на вовлеченность учащихся, активное обучение и индивидуальное обучение. Используя технологии для доставки контента за пределы классной комнаты и переосмысливая классное время как пространство для сотрудничества и применения, преподаватели могут создавать динамичную среду обучения, которая способствует более глубокому пониманию и готовит учащихся к успеху во все более сложном мире. Несмотря на существование проблем, потенциальные преимущества метода «перевернутого класса» делают его привлекательным подходом, достойным изучения и внедрения в образовательных учреждениях по всему миру.

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ЧЕТ ТИЛЛАРНИ ЎРГАТИШНИНГ ПСИХОЛОГИК ХУСУСИЯТЛАРИ

ЖДПУ рустили ва уни ўқитиш методикаси кафедраси
катта ўқитувчиси **Рафиев Фарход Акилович**
ЖДПУ рус тили ўзга тилли гуруҳларидаги
3 босқич талабаси **Ачилова Мафтуна**

Аннотация: Мазкур илмий мақолада ўқувчиларга чет тилини ўргатиш ва уни ўзлаштириш жараёнида психологик хусусиятларини шакллантириш муҳим омил сифатида белгиланиши кўрсатиб ўтилган. Шунингдек ўқувчи шахсида шаклланаётган билиш жараёнлари ўзига хос психик асосни ташкил этиши ҳақидаги фикрлар ёритилган.

Калит сўзлар: психологик хусусият, индивидуал хусусият, автоматизм, филологик тафаккур, қадрият.

Аннотация: В данной научной статье утверждается, что важным фактором в процессе обучения иностранным языкам является формирование психологических особенностей учащихся.

Ключевые слова: психологические особенности, индивидуальные свойства, автоматизм, филологическое мышление, ценность.

Psychological features of teaching foreign languages

Abstract: This scientific article states that the formation of psychological characteristics of students is an important factor in the process of teaching foreign languages.

Key words: psychological features, individual properties, automatism, philological thinking, value.

Маълумки, дарс ўқув жараёнини ташкил этишнинг асосий шаклидир. Тилни ўзлаштириш биринчи навбатда дарсда амалга оширилади. Замонавий чет тили дарси - бу мураккаб таълим. Уни тайёрлаш ва ўтказиш ўқитувчидан катта миқдордаги қувват ва куч талаб қилади.

Чет тилини ўзлаштиришнинг муваффақияти бевосита мактаб ўқувчиларининг фаоллигига боғлиқлиги уларнинг чет тилини тинглашлари, унда сўзлашишлари, сабоқ олишлари ва ёзма саводи билан ифодаланади.Шу йўсинда тилни ўзлаштириш ўрганилаётган тилнинг моҳиятини ташкил этувчи ҳаракатлар ва фаолиятларни амалга ошириш орқали ўрганиш мумкин.

Ўқувчиларда табиий эҳтиёжнинг йўқлиги ва ўрганилаётган тилни коммуникатив мақсадларда ишлатиш зарурати ўқитувчига ҳам, ўзларига ҳам катта қийинчиликлар туғдиради. Мактабда чет тилини ўргатиш шароитида ўқувчиларнинг мустақил ўрганиш ва ишлаш кўникмаси муҳим аҳамият касб этади.Шуни тан олиш керакки, ўқувчилар мақсадли, аниқ ташкиллаштирилган ва бошқариладиган мустақил ишсиз чет тилини деярли ўзлаштира олмайдилар.

Таъкидлаш жоизки, чет тили предмет сифатида ўқувчининг индивидуал хусусиятларини ривожлантиришга ёрдам беради.

Чет тили дарсларида чет тилидаги нутқ механизмлари шаклланади. Нутқ автоматизми, кўникма ва малакалар тезкор хотира механизмлари, нутқ ва ёзиш, ўқиш ва тинглаш жараёнида ривожланади.

Чет тилини ўрганиш талабалар психикасининг билиш функцияларини ривожлантиришга ёрдам беради. Мнемотехника машқ қилинади, яъни. хотирада сақлашнинг турли усуллари – ихтиёрий ва ихтиёрийсиз, механик ва мантиқий, тўғридан-тўғри ва билвосита (таянч белгилар орқали).

Филологик тафаккурни шакллантириш учун чет тилларда катта заҳира мавжуд. Тил дунёдаги энг муҳим ижтимоий ҳодиса бўлиб, мулоқот воситаси, ички ва ташқи фаолият, ўрганиш, таълим олиш ҳисобланади. Қизиқиш ва филология азалдан ҳақиқий таълим, ақл ва маданият билан узвийликда бўлган. Чет тилини ўрганишда тилнинг тарихига қизиқиш, унинг бошқа тиллар, афоризмлари билан боғланишига шароит яратилади.

Чет тилини ўзлаштириш мактаб ўқувчиларининг бошланғич билимларини ёки дунёқарашини кенгайтиради. Матн, даврий нашрлар ва маълумотномалар билан ишлаш ўқувчиларнинг билимларини чуқурлаштиришга имкон беради, уларга маълумот оқимини йўналтиришга ўргатади.

Чет тилини ўрганиш турли хил маълумотларни тўплаш билан боғлиқ ва бу ақлий меҳнат маданиятини ривожлантиради. Чет тили дарсида ўқувчиларнинг мулоқот жараёнида шахслараро муносабатларини ривожлантириш учун шароит мавжуд. Машқларни бажариш жараёнида бир-бирига эътибор, ўзаро мувофиқлик, ўзаро ёрдам, одоб-ахлоқ қоидаларини ўрганиш тарбияланади.

Чет тилини ўрганиш умуминсоний қадриятларни англашга ёрдам беради.

Чет тилини ўрганиш жараёни муҳим шахсий фазилатларни ривожлантиришга ёрдам беради. Чет тилини ўзлаштириш ўқувчиларнинг мақсадга оид тушунчаларини шҳакллантиришга ёрдам беради. Жисмоний машқлар сабр-тоқатни ривожлантиради.

Қийинчиликларни енгиш қатъийликни шакллантиради. Қаттиққўллик, аниқлик, мустақиллик ва бошқа белги хусусиятлари ривожланади.

Чет тили дарсларида ўқувчиларнинг индивидуал хусусиятларини ривожлантириш учун шароит мавжуддир.

Ўқувчи томонидан чет тилини ўзлаштиришда унинг шахсидаги қобилиятлар муҳим компонент ҳисобланади. Бу компонентларни ривжлантириш шартдир. Қобилиятларнинг компонентлари қўйидагича: эшитиш мосламасининг сезгирлиги, вербал хотиранинг унумдорлиги, тилнинг таркибий ўзгаришини сезиш ва ўзгартириш қобилияти. Бошқа психологлар эса хотира, тафаккур, идрок ҳам шундай компонентлар қаторига киришини таъкидлашган.

Қобилиятнинг яна бир таркибий қисми - бу идрок. Айнан у билан билиш бошланади. Идрок ўқув маълумотларга ишлов бериш ва уларни хотирада сақлашдан олдин келади. Оғзаки эшитишнинг ривожланиши фонетик машқлар ва матнларни тинглашдан иборатдир.

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INGLIZ TILI DARSLARIDA IXTISOSLASHTIRILGAN MAKTABLAR YUQORI SINF OʻQUVCHILARINING KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISHNING ASOSIY YOʻNALISHLARI

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Annotatsiya: mazkur maqolada muallif hududiy ixtisoslashtirilgan maktablarning yuqori sinf o'quvchilarining kommunikativ kompetensiyasini rivojlantirishda ahamiyat qaratilishi lozim bo'lgan ustuvor vazifalar, ixtisoslashtirilgan maktablarning yuqori sinflarida ingliz tili bo'yicha B1+ daraja ta'lim mazmuni to'g'risida fikr bildiradi.

Kalit so'zlar: ixtisoslashtirilgan maktablar, ingliz tilini o'qitish, ta'lim mazmuni, kommunikativ kompetensiya, til materiali, nutq ko'nikmalari va malakalari

Annotation: In this article, the author expresses an opinion on the priority tasks that should be paid attention to in the development of communicative competence of higher grade pupils in regional specialized schools, the content of B1+ level education in English

Key words: specialized schools, English language teaching, educational content, communicative competence, language material, speech skills and competencies.

Аннотация: В данной статье автор высказывает мнение о приоритетных задачах, на которые следует обратить внимание в развитии коммуникативной компетентности учащихся старших классов региональных специализированных школ, содержании образования уровня B1+ на английском языке в старших классах профильных школ.

Ключевые слова: специализированные школы, обучение английскому языку, содержание образования, коммуникативная компетентность, языковой материал, речевые навыки и компетенции.

Mamlakatimiz milliy uzluksiz ta'lim tizimida chet tillari ta'limi sifatini oshirish, darslarni zamonaviy pedagogik texnologiyalardan foydalangan holda mazmunli, sifatli va samarali tashkil etilishi borasida salmoqli ishlar amalga oshirib kelinmoqda. 2013-yil 8-mayda qabul qilingan "Uzluksiz ta'lim tizimining chet tillar bo'yicha davlat ta'lim standartlari"da ta'limning barcha bosqichlarida chet tilini o'qitishning bosh maqsadi sifatida ko'p madaniyatli dunyoda kundalik, ilmiy va kasbga oid sohalarda faoliyat olib borishi uchun chet tilida kommunikativ kompetensiyasini shakllantirish ko'rsatilgan. [1] Ixtisoslashtirilgan maktablarning yuqori sinflari o'quvchilarida ingliz tili kommunikativ kompetensiyani shakllantirish va rivojlantirish esa o'z navbatida tilga oid bilimlar (fonetika, leksika, grammatika, nutq malakalari (o'qish, tinglab tushunish, gapirish va yozish), tili o'rganilayotgan mamlakatlar va o'z vatani xalqlarining ijtimoiy-madaniy, ahloqiy xususiyatlaridan xabardorlik va muloqotni samarali amalga oshirish strategiyalarini o'zida jamlovchi ongli yondashuv orqali o'qitish jarayonini tashkil etishni talab etadi. Kommunikativ kompetensiyani shakllantirish va rivojlantirish ta'lim mazmunida o'z aksini topadi,ya'ni o'quvchilarga nimalarni, qanday o'qitsak, o'rgatsak kommunikativ kompetensiyalarni rivojlantirish jarayonini unumli tashkil etishimiz ta'lim mazmunida ko'rinadi. Atoqli metodist olim S.Saydaliyev chet tili ta'limi mazmunini

belgilash uchun "nimani o'rgatamiz va o'qitamiz" degan savollarga javob topishimiz lozimligini ta'kidlaydi. [2:48b] S.Saydaliyev chet tili o'qitish mazmunini til materiali, mavzular, ovozli va orfografik matnlar, onatilga xos bo'lamagan lingvistik tushunchalar, fonetik, leksik, grammatik ko'nikmalar, nutq faoliyati turlariga oid malakalar, lug'at, ma'lumotnoma va kitob bilan ishlash malakalari kabilardan iborat ekanligini aytadi.

J.Jalolov ta'lim mazmunini uch tarkibli hodisa tarzida izohlagan:nutq mavzulari, til malakalari va til materiali. [3]

Metodist olim S.Misirov tadqiqotida til mazmuni o'z ichiga o'qitish mavzulari, nutq malakalari va til materiali (fonetika, leksika va grammatika) olishini aytib S. Saydaliyevning xulosasini yanada ixchamlashtiradi. [5]

J.Jalolov, G.Mahkamova va Sh.Ashurovlar o'qitish mazmunini belgilashni xorijiy til ta'limining eng muhim masalalari sirasiga kiritib, M.Uestning "Chet tiliga oid fan o'qitiladigan emas, balki o'rganib, idrok etib boriluvchi fan"degan mashxur iborasini keltirib o'tadilar. [4:32 b] Ular tili mazmunini o'qitish obyektiga ko'ra til, nutq, nutq faoliyatini amalga oshirish va madaniyatga oid bilimlar, o'rganish obyektiga ko'ra talaffuz, lug'at, grammatikaga oid bilimlar berish, nutqni tushunish, idrok etish va nutq mexanizmlari, tinlab tushunish, o'qish, gapirish va yozish malakalari, madaniy xabardorlikni oshirish tarzida tushuntiradilar. [4:35 b]

Ixtisoslashtirilgan maktablarda ingliz tilini o'qitish mazmuni-chet til ta'limidan ko'zlangan maqsadlarga (kommunikativ kompetensiyani shakllantirish) erishish uchun o'quvchilar o'rganishlari kerak bo'lgan o'quv-dasturiy materiallarning umumlashmasi deyishimiz mumkin.

Chet til ta'lim mazmuni o'zaro biri-biriga uzviy aloqador bo'lgan bir qator tarkibiy qismlaridan tashkil topadi:

1. Muloqot vositasi bo'lgan tilga oid bilimlar (fonetik,leksik, grammatik);

2. Til sohiblarining milliy-o'ziga xos xususiyatlaridan xabardorlik-ingliz tilini o'qitishda uning jahon xalqlari o'rtasida muloqot jarayonini tashkil etishdagi ulkan ahamiyatini ham nazarda tutgan holda,ko'p madaniyatli dunyoda madaniyatlaro bag'rikenglik, o'zga xalqlar madaniyatini tushunish, milliy o'ziga xosliklarini anglash kabilar;

3. Nutq ko'nikmalari va malakalari-o'zlashtirilgan tilga doir bilimlarni amaliyotda qo'llash malakasi, nutq yaratish, uzatilgan axborotni o'qib, tinglab tushunish, fikrini og'zaki va yozma tarzda bayon qilish;

4. Tilni qo'llash sohalari, nutq vaziyatlari, nutq mavzulari;

5. Ta'lim mazmunining asosi sifatida matnlar.

Ta'lim mazmunini tizim sifatida quyidagi uch qismdan iborat shaklda tasavvur qilishimiz mumkin:o'qitish obyekti, o'rganish obyekti va o'qitish natijasi.

Ta'lim mazmuni
(o'qitish va o'rganish obyektiga ko'ra)

O'qitish obyekti		Til	Nutq	Nutq faoliyati	Madaniyat
O'rganish obyekti		**Bilimlar** (fonetik, leksik va grammatik)	Ko'nikmalar (**fonetik** (xabarni to'g'ri tushuna olish, muloqot maqsadiga ko'ra to'gri talaffuz qilib uzatish), **leksik** (nutq vaziyati va maqsadiga muvofiq tarzda leksik birliklarni tanlab qo'llay olish), **grammatik** (muloqot maqsadiga binoan nutqda grammatik shakllardan xatosiz foydalana olish))	**Malakalar** (O'zlashtirilgan tilga oid bilimlardan va shakllangan ko'nikmalardan nutq faoliyatining **tinglab tushunish, gapirish, yozish** va **o'qish** turlarida foydalana olish)	**Madaniyat- lararo muloqot**
O'qitish natijasi		**Til kompetensiyasi**	**Nutq kompetensiyasi**		**Ijtimoiy- lingvistik kompeten- siya**
KOMMUNIKATIV KOMPETENSIYA					

Yuqoridagi jadvalda kommunikativ kompetensiyani egallash uchun zaruriy ta'lim mazmuni tasvirlangan bo'lib, u rus olimasi N.L.Shibkoning "Rus tili chet tili sifatida o'qitish metodikasining umumiy masalalari"asaridan ilxomlanib keltirilgan va unga o'z ta'lim tizimimizga mos holda ayrim o'zgartirishlar kiritdik. [6:34 b]

Milliy uzluksiz davlat ta'lim standartida kommunikativ kompetensiya tarkibida lingvistik, sotsiolingvistik va pragmatik kompetensiyalar tashkil etuvchi, ichki negiz kompetensiyalar sifatida berilganligini ko'rishimiz mumkin.

2-jadval

B1+ darajasi uchun egallanishi koʻzda tutilgan kompetensiyalar tasnifi:

Kommunikativ kompetensiya			
Lingvistik kompetensiya		Sotsiolingvistik kompetensiya	Pragmatik kompetensiya
Til kompetensiyasi (grammatik, leksik, fonetik)	Nutq kompetensiyasi (tinglab tushunish, oʻqish, gapirish, yozish)	Oʻzbekiston va tili oʻrganilayotgan mamlakat xalqlari madaniyati haqida tasavvurga ega boʻlish, muloqotning verbal va noverbal elementlaridan xabardorlik, xat-xabarlar yozish qoidalari	Taqdimot qilish koʻnikmalari, oʻgʻzaki va yozma diskursda fikrni toʻgʻri bogʻlay olish, rasmiy va norasmiy nutq farqini anglash, aniqlik kiritish, sekinroq gapirishni soʻray olish, muloqotda moslashuvchanlik

Bizning fikrimizcha,chet tili oʻqitish mazmuni va ixtisoslashtirilgan maktablarda ingliz tilini oʻqitishning asosiy yoʻnalishlari quyidagilarni oʻz ichiga oladi:

1.Tilga oid bilimlar sifatida fonetik, leksik, grammatik va orfografik kompetensiyalarni shakllantirish va rivojlantirib borish- grammatik,leksik va fonetik bilimlar majmuasi davlat taʼlim standartlartida lingvistik kompetensiyalarning tilga oid ichki kompetensiyalari sifatida koʻrsatilgan. [1]

Oʻquvchilarning nutq malakalarini oʻstirishda ularning til bilimlari poydevor boʻlib xizmat qiladi. Muloqot chogʻida taqdim etilayotgan ogʻzaki yoki yozma shakldagi matn mazmunini anglash, oʻz fikrini ifodalash uchun grammatik, leksik, fonetik kompetentlik va toʻgʻri yozish qoidalarini bilish muhim ahamiyat kasb etadi.

Oʻquvchilar lugʻat boyligini kengaytirish eng muhim maqsadlardan hisoblanadi.

Menimcha, chet tilida iloji boricha koʻp soʻz bilish, keng lugʻat boyligiga ega boʻlish oʻquvchilarning oʻrganilayotgan tilda kommunikativ malakalarni egallashida eng dolzarb masalalardandir.

2. Nutq malakalarini rivojlantirish

a)Tinglab tushunish malakasi-Podkastlar, qoʻshiqlar, audioyozuvlar, videolavhalar kabilar vositasida turfa mavzularda autentik (til sohiblari tomonidan jonli hayotda ijod etilgan) manbalarni tinglash orqali tinglab tushunish malakasini yaxshilab borish, dialoglar, intervyular, audiomashqlar vositasida faol tinglab tushunish jarayonini amalga oshirish.

b) gapirish malakasi-debatlar, muhokamalar, rollarga bo'linib ijro etish mashqlari, taqdimotlar tayyorlab namoyish etish kabilar orqali og'zaki muloqotda nutqiy ravonlikni oshirib borish, talaffuz mashqlari, intonatsiya va nutq ohangini mashq qilish, qo'shiqlar kuylash, gapirishga chorlovchi o'yinlar orqali og'zaki nutq malakasini o'stirib borish.

d) o'qib tushunish malakasi- turli mavzularda adabiy matnlar, maqolalar, yangiliklar va ilmiy-ommabop matnlar o'qish orqali lug'at boyligi va o'qish malakasini o'stirish, tanqidiy fikrlash, matn mazmunini anglash, turli janrlardagi matnlarni tushunish ko'nikmalarini oshirish uchun o'qilgan matnlarni birgalikda tahlil qilish.

e)yozish malakasi-o'quvchilarning matn yuzasidan hisobotlar yozishi, xatlar yozish va ushbu jarayonda grammatik aniqlik va fikrlar izchilligini ta'minlashlariga o'rgatib borish, yozilgan ishlarga muntazam ravishda o'qituvchi tomonidan fikr-mulohazalari va xulosalarini bildirib borishi.

Til materiali va nutq malakalari til va nutq mashqlari orqali takomillashtirib boriladi.

3. Madaniy xabardorlik va madaniyatlaro muloqot quyidagilar orqali ta'minlanadi:

a) madaniyatga oid mavzular- darslik va qo'shimcha dabiyotlarda berilgan o'g'zaki va yozma matn va xabarnomalar vositasida ingliz tilli mamlakatlar va dunyo xalqlari urf-odatlari, an'analari, qadriyatlari, ijtimoiy xulq-atvor me'yorlari va madaniyatini tadqiq etish, o'zga madaniyatlarga nisbatan bag'rikenglik tuyg'ularini shakllantirish.

b) ingliz tilli adabiyot bilan tanishib borish-ingliz va jahon adabiyoti namoyandalarining she'riy va nasriy asarlari, asarlardan parchalar bilan tanishtirib borish (hozirda amaldagi darsliklarimizda adabiy asarlar kam berilmoqda, o'qituvchi qo'shimcha tarzda, internet manbalari orqali kichik hajmli she'rlar, hikoyalardan foydalanishi mumkin), shuningdek o'zbek adabiyotidan ingliz tiliga o'girilgan asarlar haqida ma'lumotlar berish, ulardan parchalar o'qishga taklif qilish ("O'tkan kunlar", "Sariq devni minib", "Shum bola", "Yulduzli tunlar"dan tarjimalar mavjud, Navoiy, Bobur she'riyatidan ingliz tiliga o'girilgan ishlar yordamida) va bu orqali tarjima ko'nikmalari va milliy iftixor tuyg'usini ham rivojlantirib borish.

4. Muloqotni samarali yo'lga qo'yish ko'nikmalari-fikrni ifodalash, boshlash, suhbatdosh fikriga munosabat (hamfikrlik, qo'shilmaslik), uzr so'rash uchun iboralarni o'ragnish, fikrni izchil bir-biriga bog'lash uchun zarur bo'luvchi bog'lovchilar haqida ma'lumotga ega bo'lish, rasmiy va norasmiy nutqning og'zaki va yozma shakllari to'g'risida tasavvurga ega bo'lish.

Kommunikativ kompetensiya o'rganilayotgan til vositalaridan nutq faoliyatining ma'lum bir faoliyat sohasi doirasida muloqot vaziyatidan va maqsadidan kelib chiqqan holda unumli foydalana olsih layoqatini anglatadi. Chet tilini o'qitishning yakuniy maqsadi bo'lmish o'quvchilarning kommunikativ kompetensiyani egallashlariga ularga davlat ta'lim standartlarida ko'rsatilgan ta'lim mazmuniga oid darsliklar va qo'shimcha manbalardagi mavzularda sifatli ta'lim berilishi, o'quvchilarning darsdan tashqari mustaqil ravishda o'z ustida ishlashi kabilarga ruhlantirilishi orqali erishishimiz mumkin.

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STRENGTHENING THE INFORMATION AND COMMUNICATION COMPETENCY FORMATION METHODOLOGY FOR FUTURE ENGLISH LANGUAGE TEACHERS' PROFESSIONAL PREPARATION

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Annotation. At the present stage, the content and organization of teacher education is acquiring pronounced methodological and technological changes in the process of training future qualified specialists. Informatization of the educational process is one of the important conditions for improving the quality of vocational education. The main resource of the information and communication environment is a person who is able to skillfully work with information, acquire, store it and creatively apply it in professional activities.

Keywords: foreign language, method, communication competence, ICT, technique, education.

Аннотация. На современном этапе содержание и организация педагогического образования приобретают выраженные методические и технологические изменения в процессе подготовки будущих квалифицированных специалистов.

Информатизация образовательного процесса является одним из важных условий повышения качества профессионального образования. Основным ресурсом информационно-коммуникационной среды является человек, способный умело работать с информацией, добывать, хранить ее и творчески применять в профессиональной деятельности.

Ключевые слова: иностранный язык, метод, коммуникативная компетентность, ИКТ, техника, образование.

Annotatsiya. Hozirgi bosqichda o'qituvchilar ta'limining mazmuni va tashkil etilishi bo'lajak malakali mutaxassislarni tayyorlash jarayonida aniq uslubiy va texnologik o'zgarishlarni o'zlashtirmoqda. Ta'lim jarayonini axborotlashtirish kasbiy ta'lim sifatini oshirishning muhim shartlaridan biridir. Axborot va aloqa muhitining asosiy manbai axborot bilan mohirona ishlay oladigan, uni egallaydigan, saqlay oladigan va kasbiy faoliyatda ijodiy qoʻllay oladigan shaxsdir.

Kalit so'zlar: chet tili, metod, aloqa kompetensiyasi, ICT, texnika, ta'lim.

Training such a specialist, for whom knowledge is a source of professional and personal improvement, is possible only with the latest means. The most relevant of them in the process of teaching a foreign language are information and communication technologies (ICT). The use of ICT, of course, helps to improve and optimize the educational process through various types and forms of work, increase motivation for learning a foreign language, the efficiency of students' independent work, and control of knowledge on the subject. Computerization of the educational process makes it possible to reveal its reserves, influence the creative potential of the student's personality, expand the didactic capabilities of the teacher, contributing to the development of an optimal organization of training.

As E.S. Polat notes, information and communication technologies are a set of specific technical and software tools with the help of which we perform various information processing operations in all spheres of our life and activity [1]. Computer technologies, in turn, are a set of interrelated educational objects: symbolic objects (signs, symbols, texts); figurative objects (photos, drawings); audio information (oral texts, dialogues, music); video objects (animations, videos); "virtual reality" objects (simulators, construction sets). Each of the objects has independent value and can be used autonomously in teaching.

The introduction of ICT into the educational process really requires the teacher to be able to work with a computer to solve a wide range of problems, for example, to correctly type and format text when preparing didactic material for a lesson, work with electronic tables, to compose effective multimedia presentations, searching for information on the Internet, using electronic textbooks, educational Internet resources, multimedia training programs, etc.

The above skills play a leading role in the process of developing general cultural competencies of students, which indicate the quality of the foreign language education

received by future graduates. As you know, everything that a person learns, he acquires in order to use it in future activities. The goal of teaching a foreign language is to teach foreign language communication, which is realized in all types of speech activity, that is, to develop foreign language communicative competence in students to the full extent of this concept.

R. T. Bell defines communicative competence as "the knowledge, skills and abilities necessary to understand others and generate one's own programs of speech behavior that are adequate to the goals, areas, and situations of communication; This is an ability formed in a person's interaction with the social environment, in the process of acquiring social and communicative experience" [2].

This competence is considered as the ability to communicate orally or in writing with a native speaker of the target language in real life situations, with special attention paid to conveying the meaning of the statement. Thus, the use of ICT in a foreign language lesson, due to its multifaceted technical capabilities, will fully contribute to the effective formation of the communicative competence of a future specialist.

Examples should be given of how most foreign language teachers use the main types of ICT in the educational process. Thus, multimedia presentations in Power Point have become widespread. They are convenient for both the teacher and students. Their use is possible at any stage of the lesson: when learning new lexical units, grammar, to consolidate the studied lexical and grammatical material, and, if there is an electronic board in the classroom, students can independently perform various tasks. The use of ready-made multimedia products and computer teaching systems is the most common in the field of teaching foreign languages using ICT. They offer exercises to consolidate the studied phonetic, grammatical and lexical material. The content of these textbooks is represented by interactive exercises and often consists of theoretical and practical sections included in the mandatory minimum content of English language education. This part of the program can be used as additional work in the lesson.

It is relevant for teachers to use educational CDs in their work, since they offer authentic texts, are modern, rich in visual material, provide an opportunity for students to independently work in the classroom and at home, and contribute to effective work on various types of speech activity. They may include interactive control tests and simulators with various control systems (reaction to an incorrect answer - hints, leading questions, hyperlinks to the help part of electronic manuals, individual recommendations), which allows you to analyze the level of mastery of previously studied topics.

When working with disks in English lessons, the following stages can be distinguished:

1 Introductory speech by the teacher on this topic.

2 Preliminary work with vocabulary.

3 Independent work with the disk.

4 Discussion of the material covered (conversation practice).

Today, the most popular computer programs in the educational process are:

- "Professor Higgins. English without accent." Sounds, words, phrases and sentences are perceived by students aurally and visually. Students have the opportunity to observe articulatory movements on a computer screen and perceive correct intonation by ear. At the same time, due to the fairly high imitative abilities of students, the correct images are imprinted in their memory.

- "Oxford Platinum". Brings you closer to the conditions of immersion in a language environment; includes lessons to practice vocabulary, grammar, and speaking skills. The course consists of five subsystems: Dialogue. Movie. Dictionary. Grammar. Phonetics.

— "English: The Path to Perfection" (Mediahouse Publishing) consists of 6 discs of 3 levels. A complete interactive course allows you to work independently, in a small group or under the guidance of a teacher. Contains video fragments, games, a grammar textbook with tests, an explanatory dictionary of the English language, a "voice dictionary", dialogues, and various exercises.

— "Bridge to English. Basic English course." The materials of this multimedia textbook meet the program requirements of a secondary school for teaching English, increase the lexical and grammatical level of students' knowledge, broaden their horizons, improve their skills not only in listening, reading and writing, but also in speaking. This course contains sections: Audio trainer. Vocabulary. Grammar. Dictations. Dialogue. Talk.

— "Bridge to English. English-Russian speaking dictionary." Includes: Audio trainer. Shooting gallery Crosswords. Statistics. Collins Dictionary Talking Dictionary. The dictionary is voiced by professional speakers.

At the present stage of development of education, it is necessary to use Internet resources to prepare students for real intercultural communication. The Internet provides the opportunity not only to study in a foreign language environment, but also to make virtual trips to the countries of the language being studied, obtain additional information, and draw an independent conclusion about any cultural monument, phenomenon or event. In addition, this form of work has a powerful motivating factor, removes the feeling of fear of communicating with native speakers, and helps to get used to authentic materials.

Thus, the introduction of information technologies into the educational process helps to increase the motivation of students, develop their communication and speech skills, increase the pace of work in the lesson, as well as objectively assess the quality of knowledge of each individual. Consequently, the use of ICT should be considered as one of the effective ways to organize the educational process and develop the communicative competence of a future specialist, which requires compliance with certain methodological principles and requirements.

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TRANSLATION STUDIES IN THE GLOBALIZED WORLD: EXPLORING THE IMPACT OF GLOBALIZATION ON TRANSLATION PRACTICES

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Annotatsiya

Tarjimashunoslikni o'rganish zamonaviy, globallashgan jamiyatda madaniy chegaralar bo'ylab tushunish va muloqotni rivojlantirish uchun muhim ahamiyatga ega. Tarjima sohasiga globallashuv jiddiy ta'sir ko'rsatdi, bu esa til va madaniy nuanslarni muvaffaqiyatli muhokama qila oladigan malakali tarjimon va tarjimonlarga ehtiyojni

oshirdi. Sinxron tarjima ushbu stsenariyda tarjimaning muhim tarkibiy qismidir, chunki u til va madaniy tafovutlar boʻyicha real vaqtda muloqotni osonlashtiradi.

Kalit so'zlar: globallashuv, tarjimashunoslik, madaniyatlararo muloqot, sinxron tarjima.

Аннотация

Изучение переводоведения необходимо для обеспечения взаимопонимания и коммуникации между культурными границами в современном глобализированном обществе. Глобализация оказала значительное влияние на индустрию перевода, в результате чего возникла потребность в квалифицированных устных и письменных переводчиках, способных успешно справляться с языковыми и культурными нюансами. Синхронный перевод является важнейшим компонентом перевода в этом сценарии, поскольку он способствует общению в режиме реального времени, преодолевая языковые и культурные различия.

Ключевые слова: глобализация, переводоведение, межкультурная коммуникация, синхронный перевод.

Abstract

The study of translation studies is essential to promoting understanding and communication across cultural boundaries in the modern, globalized society. The translation industry has been profoundly impacted by globalization, which has raised the need for qualified interpreters and translators who can successfully negotiate linguistic and cultural nuances. Simultaneous interpretation is a crucial component of translation in this scenario as it facilitates real-time communication across linguistic and cultural divides.

Key words: globalization, translation studies, cross-cultural communication, simultaneous interpretation.

Globalization has had a significant impact on translation practice, shaping the way languages are interpreted and transmitted between cultures of our ever more interconnected world. The impact of globalization on translation studies is explored in this article, highlighting the role played by simultaneous interpretation to facilitate cross cultural communication.

Globalization and Translation Practices. Globalization has given rise to a growing demand for multilingual communication in various sectors, including business, diplomacy, media and academia, transforming the landscape of translation study.[31] In order to bridge linguistic and cultural differences, as the world becomes more interconnected, the need for accurate and efficient translation services has become paramount.

Challenges and Opportunities. The challenges and opportunities in translation practice are presented by globalization:

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[31] Pym, A., Grin, F., & Sfreddo, C. (2013) [3:15].

- Cultural Sensitivity: To guarantee proper cross-linguistic communication, translators must negotiate cultural quirks and context-specific meanings.

- Specialized Knowledge: To effectively interpret technical, legal, medical, and scientific content for audiences around the world, translators need to possess experience in a variety of subjects.

- Technology Integration: With the availability of automation and efficiency in multilingual communication, digital tools and technologies have completely changed translation procedures. If automation in interpreting is a fairly new phenomenon, then the first experiences of translation using telecommunication technologies began in the 1970s. [32] [2:2]

Role of Simultaneous Interpretation.

Real-time cross-cultural communication is made possible in a variety of contexts, such as conferences, meetings, and international events, by simultaneous interpretation. [33] [3:12] Interpreters translate spoken messages quickly between languages, allowing persons who speak various languages to communicate with each other intelligibly.

Benefits of Simultaneous Interpretation.

There are various advantages to simultaneous interpretation in cross-cultural communication:

- Real-Time Communication: Due to linguistic obstacles, participants can participate in talks and presentations right away.

- Precise Transmission of Intent: Trained linguists guarantee precise and subtle translation of spoken text.

- Facilitation of Multilingual Events: Diverse linguistic needs are met via simultaneous interpretation, which makes multilingual events operate smoothly.

Impact of Globalization on Translation Studies. The following are some significant effects that globalization has had on translation studies:

- Growing Need for Multilingual Content: In order to successfully reach audiences throughout the world, businesses, organizations, and governments need translation services.
- Mutual Understanding and Cultural interchange: Translation enables mutual understanding and cultural interchange between speakers of various languages.

[32] Abduganiyeva J.R. Developing Consecutive Interpreter's Communicative Skills of Emotive-Empathic Interaction (article). Филология масалалари. – Тошкент,2020-№3.-Б.115-131.

[33] Baker, M. (2018). Translation as intercultural communication. Routledge. [4:33]

- Professional Development: In an increasingly globalized world, translators and interpreters need to adjust to shifting linguistic trends, technological advancements, and communication styles.

Future Trends in Translation Studies. Communication: English is the language of international communication, and it is spoken by millions of people worldwide.[34] [4:36] A number of trends are appearing in the field of translation as globalization continues to influence translation practices:

- Remote Interpretation Services: For international conferences and events, virtual platforms are making it possible to provide remote simultaneous interpretation services.
- AI-Powered Translation Tools: AI is augmenting human language interpretation expertise by improving translation efficiency and accuracy.

- Interdisciplinary Collaboration: To address difficult global communication challenges, translation studies are interacting with linguistics, cultural studies, and technology, among other fields.

In conclusion, the requirement of precise, culturally aware communication in a diverse and linked world has caused globalization to reinvent translation processes. Simultaneous interpretation is essential for promoting cross-cultural communication and allowing people and organizations to interact successfully across language barriers.[35][5:22] Through a combination of creative translation techniques and an acceptance of the opportunities that globalization brings, we may promote meaningful communication and cooperation in our increasingly interconnected world.

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INGLIZ TILI DARSLARIDA KICHIK YOSHDAGI BOLALARNING NUTQIY KOMPETENSIYASINI SHAKLLANTIRISHDA MONTESSORI METODI AFZALLIKLARI

Maftuna Tojiaxmedova Umarjon qizi

Namangan davlat chet tillari instituti tayanch doktoranti

Annotatsiya: Ushbu maqolada bugungi kunda butun dunyo rivojlangan mamlakatlari ta'lim tizimida yetakchi o'rin egallashga ulgurgan, kichik yoshdagi bolalarga erta ta'lim beruvchi va mustaqillikka o'rgatuvchi Montessori metodi haqida so'z boradi. Shuningdek maqolada, Montessori metodining qisqacha sharhi, maqsadi, prinsilari hamda mazkur metod asosida kichik yoshdagi bolalarda ingliz tili o'qitishning bir qator afzalliklari sanab o'tiladi va kerakli taklif va tavsiyalar beriladi.

Kalit so'zlar: TEYL(teaching Enlish to young learners-kichik yoshdagi bolalarga ingliz tilini o'qitish), Montessori metodi, 21-asr qobilyatlari, tanqidiy fikrlash, muommoni hal etish, jamoada ishlash,mustaqillik.

Tadqiqot mavzusining dolzarbligi.

Bugungi kunda jahon iqtisodi ta'lim muassasalaridan har tomonlama rivojlangan, muommoni hal etish, tanqidiy fikrlash, jamoa bo'lib ishlash, ijodiy fikrlash singari 21-asr qobilyatlari deb atalayotgan qobilyatlarga ega ishchi kuchini talab qilmoqda. O'z o'rnida mazkur qobilyatlarga ega bo'lgan kadrlardan ingliz tilini bilish ham talab etiladi. Chunki texnologiya va ilm-fanni egallash ingliz tilisiz mukammal bo'lmaydi. Ushbu maqolaning maqsadi kichik yoshdagi bolalarga ingliz tili o'qitishning innovatsion metodlaridan foydalanish hamda ayni vaqtda ularda 21-asr qobilyatlarni shakllantirishni uyg'unlashtirishning afzalliklarini bayon etishdan iborat. Shunday metodlardan biri kichik yoshdagi bolalarni aqliy rivojlantirish, mantiqiy fikrlash va mustaqillikka o'rgatishga asoslangan Montessori metodi sanaladi.

Mavzuga oid adabiyotlar sharhi.

Kichik yoshdagi bolalarga ingliz tili o'qitish (TEYL-Teaching English to Young Learners) ko'plab izlanuvchilarning tadqiqot mavzusiga aylangan. Jumladan, yurtimizda maktabgacha ta'lim muassasalarida ingliz tili o'qitishda zamonaviy texnologiyalardan foydalanish borasida Q.Ahmadjonova[1], ularga inlgiz tili o'rgatish mobaynida tanqiqdiy fikrlash qobilyatlarini shakllantirish haqida N.Mamajonova [2] singari tadqiqotchilar izlanish olib borishgan.

Montessori metodi asoschisi Maria Montessori [3], maktabgacha ta'lim muassasalarida qo'llanadigan ta'lim metodlari,jumladan Montessori metodini joriy etish haqida S.Fred[4], bogcha yoshidagi bolalarda mustaqillikni shakllantirishda Montessori metodining ahamiyati haqida A.Raisah[5], singari tadqiqotchilarning ishlari maqola shakllanishida o'rganib chiqildi va atroflicha tahlilga tortildi.

Shuningdek, tadqiqotimiz asosi hisoblangan kichik yoshdagi bolalarga ingliz tili o'qitishda Montessori metodidan foydalanish mavzusida xorijlik olimlardan L.Irena[6]Montessori ta'limida til o'qitish, R.Adisti[7] bog'cha bolalariga ingliz tili o'qitishda mazkur metoddan foydalanish samarasi haqida, N.Sary bolalarga til o'qitishda o'yin texnologiyalaridan foydalanish ustida olib borgan ishlari tahlil etildi.

Muommoni hal qilish yo'llari.

Montessori metodi 1907-yilda Maria Montessori tomonidan yaratilgan.Ushbu ta'lim metodi dastavval Rimda joylashgan oddiy bir bog'chada joriy etilgan. Montessori metodining xususiyatlari quyidagilardan iborat: guruhda turlicha yoshdagi bolalarning bo'lishi, maxsus ta;lim materiallaridan foydalanish, bolalar ishlarini o'zlarini tanlashlari, hamjihatlikda ishlash, hech qanday tes yoki sinovlarning yo'qligi [3]. Montessori metodi o'z ichiga ikki bosqichni qamrab oladi [9]:

1.Boshlang'ich bosqich (3-6 yosh)

2.Asosiy bosqich (6-12 yosh)

Montessori metodining asosiy nazariyasi o'rganish reallikka, o'yinga va bajarishga asoslanadi degan g'oyaga tayanadi. Ya'ni, bolalar real vaziyatda faol mashg'ulotlarni bajarish va o'yin orqali o'rganishlari zarur. Qaysi mashg'ulot bajarish yoki qaysi o'yinchoqdan foydalanish bolalning o'z xohishiga ko'ra tanlanishiga imkon berish kerak. Bundan ko'zlangan asosiy maqsad bolani mustaqillikka o'rgatish.Garchi bolalar o'z o'yinchoqlari, buyumlari yoki bajaradigan mashg'ulotlarini o'zlari tanlashsa ham o'qituvchi yoki ota-ona bolani qo'llab-quvvatlab, yo'naltirib turadi. Ularning vazifasi buyumdan qanday foydalanishni o'rgatish, tanlashiga imkon berish hamda mashg'ilot yakunlanganda foydalanilgan buyumlarni avvalgi holatga keltirib qo'yishni nazorat qilish. Montessori metodining markazida bola turadi va ushbu metod bolani kuzatishga asoslanadi.Mazkur metodning besh asosiy aspekti bor deb ta'kidlanadi:

1-Amaliyot: bu jihat motorika, tabiatga,o'zi va atrofdagilarga g'amxorlik qilish singari hayotiy ko'nikmalarni o'z ichiga oladi;

2-Sensorika- bolalarda barcha sezgi turlari rivojlanishi uchun zarur bo'ladigan metod va materiallarni o'z ichiga oladi;

3- Til-Montessori metodining bu aspekti insonlar muloqotda ishlatadigan tovushlar, so'zlar, grammatika vositalarini qamrab oladi. Montessori metodida tilga oid bu tushunchalarni bolalarga atrofidagi real obyektlar orqali soddalashtirib tushuntiradigan materiallar mavjud.

4-Matematika-Montessori metodining noyob jihatlaridan biridir. Bu bo'lim bolalarga aniqdan mavhumga qarab boruvchi matematik tushunchalar haqida o'rgatadi

5-Madaniyat- bu jihat bolalarga atrofidagi real buyumlar, borliqlar orqali dunyoni tushunishni o'rgatishga asoslangan.

1-jadval. Montessori metodining asosiy tushunchalari

Bugungi kunda nafaqat butun dunyo balki yurtimizda ham kichik yoshdagi bolalarga ta'lim berish har doimgidan muhimroq ahamiyat kasb etmoqda. Ko'plab rivojlangan davlatlar qatori yurtimizda ham bolaga kichiklikdan ilm-fan va texnologiyaga oid bililmlarni o'rgatish zaruriy vaziyatga aylangan. Bu ishni uddalashni ingliz tilisiz tasavvur etib bo'lmaydi, albatta. Ingliz tili nafaqat dunyo tili, balki ilm-fan va texnologiya tili hisoblanadi. Bir muddat avval, ingliz tili faqat oliy ta'lim muassasalirida o'qitilgan bo'lsa, hozirda maktabgacha ta'lim muassasalari dasturlarida ham ingliz tili darslari yetarli o'rin egallagan. Kichik yoshdagi bolalarga ingliz tili o'rgatish asosan oson leksik birliklar orqali amalga oshiriladi. Nutq ko'nikmalaridan eng avvalo tinglab tushunishga e'tibor qaratiladi.Bu orqali ularda gapirish ko'nikmalari rivojlanishiga zamin yaratiladi. Kichik yoshdagi bolalarga ingliz tili o'qitishda Montessori metodidan foydalanishning ahamiyati katta. Jumaladan, mazkur metodda ta'lim olish o'yin qurollari va ta'limiy o'yinlarga asoslanadi. Bu vaziyatda o'qituvchidan bolani qiziqtirishga sabab bo'luvchi muhit va vositalarni tayyorlashda ijodkorlik talab etiladi. Ta'lim berish tanishtirish, bajarish,egallash singari bosqichlarda olib borilishi kerak. Tadqiqtchilar John va Morrow kichik yoshdagi bolalarga ingliz tili o'rgatishga quyidagi mezonlarga amal qilinishi kerak deb ta'kidlaydilar[10]:

1.O'rganish uchun bajarish zarur;

2.Xato qilish xato emas, balki o'rganishning bir qismi;

3. Jarayonlar ham nazariyalardek ahamiyatli.

4. Bajarayotgan ishni doim tushunib bajarish kerak.

Montessori metodida bolaning rivojlanish bosqichlariga mos tarzda dasturlar ishlab chiqilgan. Aynan til o'rgatish bosqichida quyidagilarga amal etilishi zarur:

- dars mashg'ulotlari 80 % bolaga mustaqil bajartirilsa, 20% o'qituvchi bilan bajariladi;

- talaffuz yodlash orqali emas, balki tinglab anglash orqali o'rgatiladi;

- turli xil mashg'ulotlar orqali ijtimoiy muloqotga qiziqtiriladi;

Ilmiy asoslangan taklif va tavsiyalar.

Yuqorida keltirilgan fikr va mulohazalarga asoslanib Montessori metodi asosida kichik yoshdagi bolalarga ingliz tili o'rgatish uchun namunaviy dars shakllari va ko'rsatmalar berib o'tishni maqsadga muvofiq deb bildik. Bunday mashg'ulotlarni olib borishda ikki nafar o'qituvchi bo'lishi maqsadga muvofiq. Mashg'ulot xonasi turlicha o'yin topshiriqlar bilan to'ldirilishi lozim. Mashg'ulotlar ikki muhitda ya'ni tabiat qo'ynida va sinf xonasida qilib tashkillansa bolalarni yanada qiziqishiga sabab bo'ladi. Bolalar qaysi o'yin turi bilan o'ynashlarini o'zlari tanlashlari va o'z uylaridek his etishlari kerak. Katta yoshdagi guruh va kichik yoshdagi bolalar guruhi birga dars mashg'ulotini o'tishi kattalarga kichiklarni ehtiyot qilish, kichiklarga esa kattalarni xurmat qilish singari ijtimoiy munosabatlarni anglashiga qolaversa, kichik yoshdagi boalalar kattalardan o'yin mashg'ulotlarini o'rganishlariga ham yordam beradi. O'qituvchilarning biri tashqarida, biri esa, sinf xonasida bolalarni nazorat qiladi: hech qanday yo'l-yo'riq ko'rsatmaydi, faqatgina bolalar savol berishganda javob beradi. Bu vaziyat bolani mustaqillikka o'rgatishda qo'l keladi. Sinf xonasida inglizcha harflar boshqotirmasi, inglizcha hayvon nomlari yozilgan bo'yash yoki chizish mashqlari, inglizcha computer o'yinlari bo'lishi mumkin. Sinf tashqarisida esa, birgalikda inglizcha qo'shiq kulashi, raqsga tushishlari yoki turli musobaqa tarzida harakatli o'yinlar o'ynashlari mumkin. Mashg'ulotlar davomiyligi 60 daqiqagacha bo'lishi tavsiya etiladi. Mashg'ulotlar yakunida bolalar barcha o'yin va o'quv anjomlarini avvalgi holiga keltirishga o'rgatiladi. Yuqorida sanab o'tilgan barcha mashg'ulot turlari inglizcha materiallardan tashkil topadi. Bu mashg'ulotlar orqali bolalar ko'plab inglizcha so'zlarni eslab qolish bilan birgalikda, diqqatni jamlash, muommoga yechim toppish, tanqidiy fikrlash, jamoa bo'lib ishlash ko'nikmalari shakllanadi.

Kutilayotgan iqtisodiy samara.

Mazkur metod asosida ingliz tili o'qitishda kutilayotgan samaralar quyidagilarni tashkil etadi:

- bolalar ijodkor, mustaqil o'rganuvchi bo'lib shakllanishadi;

- mashg'ulotlarni tanlashdagi mustaqillik bolada o'rganishga bo'lgan qiziqishni orttiradi;

- turli yoshdagi bolalarni birga o'ynashi ularda bir-biriga xurmat va yordam hissini shakllantiradi;

- mashg'ulotlarni bajarish va yakunlagandan so'ng avvalgi holiga qaytarish bolada mas'uliyat hissini shakllantiradi va tartibga o'rgatadi;

- mashqlar davomida bolalar doimy faol bo'lganligi sababli ko'proq o'rganishga xohishlari bo'ladi.

Mazkur metod asosida ta'lim berishda bir qancha afzalliklar bilan bir qatorda bir necha muommolar ham uchrashi mumkin. Misol uchun, boalarni nazorat qilishda ehtiyotkorlik talab etiladi. Chunki hamma bola ham kirishimli va baham ko'rishni yoqtiradigan bo'lavermaydi.Shuningdek, bolaga ham ingliz tilini o'rgatuvchi bir vaqtda Montessori metodidan xabardor o'qituvchilar soni kam. Buning yechimi sifati oliy ta'lim muassasalari maktabgacha va boshlang'ich sinflarda ingliz tilini o'qitish yo'nalishlari talabalariga Montessori metodi asosida ingliz tili o'qitish darslari joriy etilishi zarur.

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THE DYNAMICS OF LANGUAGE CONTACT IN A GLOBALIZED WORLD: CHALLENGES AND OPPORTUNITIES

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Abstract: Globalization has profoundly impacted human interactions, fostering increased contact between speakers of diverse languages. This paper examines the complex dynamics of language contact in the context of globalization, exploring its driving forces, linguistic consequences, and sociocultural implications. We discuss the challenges posed by language barriers and linguistic inequality, while also highlighting opportunities for intercultural understanding, multilingualism, and language revitalization.

Keywords: Language contact, globalization, multilingualism, language change, language policy, intercultural communication

Introduction

The unprecedented interconnectedness of the modern world, driven by globalization, has led to a surge in language contact situations. Migration, trade, technology, and travel facilitate interactions between speakers of different languages, resulting in a complex interplay of linguistic and cultural exchange. This paper delves into the multifaceted nature of language contact in the age of globalization, analyzing its driving forces, linguistic consequences, and sociocultural implications.

Drivers of Language Contact

Several key factors contribute to increased language contact in the context of globalization:

Migration and Mobility: Globalization has spurred migration flows, with individuals moving across borders for work, education, or refuge. This leads to the formation of diverse linguistic communities within societies, creating opportunities for language contact and exchange.

Trade and Commerce: International trade networks necessitate communication and collaboration across linguistic boundaries. Business interactions and cross-cultural marketing promote multilingualism and language learning for economic purposes.

Technology and Communication: The rise of the internet, social media platforms, and digital communication tools has facilitated instant connections between individuals across geographical and linguistic barriers. This virtual space fosters intercultural dialogue and language contact.

Tourism and Travel: Increased travel and tourism expose individuals to different languages and cultures, prompting language learning for leisure and fostering cross-cultural understanding.

Linguistic Consequences of Language Contact

Language contact can lead to various linguistic outcomes, impacting the structure and use of languages:

Language Change: Languages in contact may influence each other through borrowing of words, grammatical structures, or pronunciation features. This can result in linguistic convergence, where languages become more similar, or divergence, where they develop unique features.

Code-switching and Mixing: Bilingual or multilingual speakers often switch between languages within a single conversation or even blend elements of different languages, creating hybrid forms of communication.

Language Shift and Loss: In some cases, dominant languages may exert pressure on minority languages, leading to language shift, where speakers abandon their native tongue in favor of a more widely spoken language. This can result in language endangerment or even extinction.

Language Revitalization: Conversely, globalization can also spark efforts to revitalize and preserve endangered languages. Increased awareness of linguistic diversity and cultural heritage motivates communities to document, teach, and promote their languages.

Sociocultural Implications

The dynamics of language contact have profound sociocultural implications:

Multilingualism and Multiculturalism: Increased language contact promotes multilingualism, where individuals speak multiple languages, and fosters multicultural societies that embrace linguistic diversity.

Intercultural Communication and Understanding: Exposure to different languages and cultures can enhance intercultural communication skills and promote empathy and understanding between diverse communities.

Language Barriers and Inequality: Differences in language proficiency can create communication barriers, potentially leading to social exclusion and limited access to opportunities for certain groups. Dominant languages often hold greater economic and social power, which can marginalize speakers of minority languages.

Challenges and Opportunities

While language contact presents opportunities for cultural exchange and learning, it also poses challenges:

Addressing Language Barriers: Strategies are needed to overcome language barriers and ensure effective communication in multilingual settings. Language education and translation services play crucial roles in bridging linguistic divides.

Promoting Linguistic Equality: Policies and initiatives are necessary to address linguistic inequality and protect the rights of minority language speakers. This includes promoting multilingual education, language revitalization efforts, and ensuring access to information and services in multiple languages.

Developing Language Policies: Governments and communities face the challenge of developing language policies that promote linguistic diversity while ensuring effective communication and social inclusion.

Conclusion

Language contact in the era of globalization is a complex and dynamic phenomenon with far-reaching linguistic and sociocultural implications. While it presents challenges such as language barriers and linguistic inequality, it also offers opportunities for intercultural understanding, multilingualism, and language revitalization. By understanding the dynamics of language contact and implementing inclusive language policies, we can foster a more equitable and interconnected world where linguistic diversity is celebrated and harnessed as a valuable resource.

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ASSESSMENT IN ENGLISH FOR SPECIFIC PURPOSES (ESP): STRATEGIES, CHALLENGES, AND INNOVATIONS

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Abstract: Assessment in English for Specific Purposes (ESP) is a critical aspect of language education, aimed at evaluating learners' proficiency in English within their specialized fields. This article explores various assessment strategies employed in ESP contexts, addresses challenges encountered by both instructors and learners, and discusses innovative approaches to enhance assessment practices. By synthesizing existing literature

and incorporating practical insights, this article offers valuable guidance for educators and stakeholders involved in ESP assessment.

Key Words: Assessment, English for Specific Purposes (ESP), language proficiency, specialized fields, assessment strategies, challenges, innovations, needs analysis, performance-based assessment.

Introduction

English for Specific Purposes (ESP) has emerged as a vital component of language education, catering to the diverse linguistic needs of learners in specialized fields such as business, medicine, engineering, and academia. Unlike general English language instruction, ESP focuses on equipping learners with the language skills necessary to communicate effectively within their professional or academic domains. Central to the success of ESP programs is the assessment of learners' language proficiency and their ability to function in real-world contexts relevant to their specialized fields.

Assessment in ESP serves multiple purposes, including evaluating learners' linguistic competence, assessing their comprehension of domain-specific terminology and discourse conventions, and measuring their ability to perform communicative tasks within professional or academic settings. The assessment process in ESP is inherently complex, as it must account for the diverse linguistic backgrounds, educational experiences, and career objectives of learners. Moreover, ESP assessment must strike a balance between linguistic accuracy and pragmatic appropriateness, ensuring that learners can effectively navigate the language demands of their respective fields.

This article delves into the multifaceted landscape of assessment in ESP, examining the various strategies employed to evaluate learners' language proficiency and domain-specific communication skills. It also addresses the challenges inherent in ESP assessment, including the need for task authenticity, cultural sensitivity, and alignment with learners' professional contexts. Furthermore, this article explores innovative approaches and emerging trends in ESP assessment, highlighting the role of technology, collaboration, and learner-centered practices in enhancing assessment practices and promoting meaningful language learning outcomes.

By elucidating the complexities of assessment in ESP and offering insights into effective assessment strategies and innovations, this article aims to provide educators, researchers, and stakeholders in ESP education with valuable guidance for optimizing assessment practices and supporting the language learning journey of learners in specialized fields.

Assessment Strategies in ESP:

Assessment in English for Specific Purposes (ESP) encompasses a diverse range of strategies tailored to the unique linguistic and communicative needs of learners within

their specialized fields [4]. These assessment strategies aim to evaluate learners' language proficiency, comprehension of domain-specific terminology, and ability to effectively communicate in professional or academic contexts. The following section explores some of the key assessment strategies commonly employed in ESP programs:

Before designing assessment tasks, ESP instructors often conduct needs analyses to identify learners' specific language needs, goals, and communicative contexts. Needs analysis helps instructors tailor assessment tasks to align with learners' professional or academic requirements, ensuring that assessments accurately reflect the language skills and competencies relevant to their specialized fields.

Performance-based assessment tasks require learners to demonstrate their language proficiency through authentic, real-world activities relevant to their professional or academic domains [3]. Examples of performance-based tasks in ESP include oral presentations, simulations, role-plays, case studies, and project-based assignments. These tasks assess learners' ability to apply language skills in practical contexts and effectively communicate complex ideas within their specialized fields.

ESP assessment often includes tasks designed to evaluate learners' comprehension of domain-specific terminology, concepts, and discourse conventions [2]. These tasks may involve reading and analyzing authentic texts, such as research articles, technical documents, or business reports, to assess learners' ability to understand and interpret specialized content. Additionally, writing tasks may require learners to produce documents commonly used in their professional or academic fields, such as reports, proposals, or academic papers.

LSP tests are specifically designed to assess learners' proficiency in the language skills relevant to their specialized fields [1]. These tests may focus on specific language skills, such as reading, writing, listening, or speaking, and include questions or tasks that reflect the communicative demands of the learners' professional or academic contexts. LSP tests may also incorporate domain-specific vocabulary, terminology, and discourse features to assess learners' comprehension and communication abilities within their specialized domains.

Portfolio assessment allows learners to compile a collection of their work over time, showcasing their language development and proficiency within their specialized fields. Portfolios may include samples of written work, presentations, projects, and reflections, providing a comprehensive overview of learners' linguistic abilities and achievements. Portfolio assessment encourages learners to take ownership of their learning process and allows instructors to assess progress and growth over time.

Authentic Assessment Tasks: Authentic assessment tasks mirror real-world communication scenarios encountered by professionals or academics in their daily activities. These tasks require learners to demonstrate their language proficiency and

communicative skills in contexts that closely resemble their future professional or academic environments. Authentic assessment tasks promote relevance, engagement, and transferability of language skills, as learners are evaluated on their ability to perform tasks that align with their intended professional or academic goals.

Incorporating a combination of these assessment strategies allows ESP instructors to comprehensively evaluate learners' language proficiency and communication skills within their specialized fields. By aligning assessment tasks with learners' professional or academic contexts and employing authentic, performance-based tasks, instructors can effectively assess learners' readiness to communicate effectively in their chosen fields. Moreover, ongoing feedback and reflection support learners' language development and facilitate continuous improvement in ESP proficiency.

Challenges in ESP Assessment

Assessment in English for Specific Purposes (ESP) presents unique challenges that stem from the specialized nature of learners' language needs and the diverse contexts in which they operate. Addressing these challenges is crucial to ensure the validity, reliability, and fairness of assessments in ESP. The following section outlines some of the key challenges faced by educators and stakeholders in ESP assessment:

ESP learners often come from diverse linguistic and cultural backgrounds, with varying levels of proficiency in English. This diversity can pose challenges in designing assessments that accurately reflect learners' abilities and accommodate their individual learning needs [5]. Educators must consider learners' prior knowledge, linguistic backgrounds, and professional contexts when developing assessment tasks to ensure they are relevant and accessible to all learners.

Assessments in ESP must align with learners' professional or academic contexts to be meaningful and relevant. However, identifying and incorporating the specific language skills, vocabulary, and discourse features relevant to different specialized fields can be challenging. Ensuring that assessment tasks accurately reflect the language demands of learners' future professional contexts requires collaboration between ESP educators and industry professionals.

Authenticity is a key criterion in ESP assessment, as tasks should mirror real-world communication scenarios encountered by professionals or academics in their respective fields. Designing authentic assessment tasks that accurately reflect the communicative demands of specialized contexts while maintaining validity and reliability can be challenging. Educators must carefully select or design tasks that simulate authentic workplace or academic situations to assess learners' language proficiency effectively.

ESP assessments must take into account cultural differences in language use and communication styles, particularly in international contexts. Assessments that are culturally biased or insensitive may disadvantage learners from different cultural

backgrounds. Educators must ensure that assessment tasks are culturally appropriate and inclusive to accurately evaluate learners' language proficiency and communicative abilities.

Ensuring the validity and reliability of assessments in ESP is essential to maintain the integrity and credibility of the assessment process. Validity refers to the extent to which an assessment measures what it intends to measure, while reliability refers to the consistency and accuracy of assessment results. Designing assessments that are both valid and reliable in ESP contexts requires careful consideration of the assessment criteria, task design, and scoring procedures.

Providing meaningful feedback and support to learners is crucial in ESP assessment to facilitate their language development and learning process. However, delivering timely and constructive feedback can be challenging, particularly in large classes or online environments. Educators must develop strategies to provide effective feedback that supports learners' language learning goals and encourages continuous improvement.

Addressing these challenges requires a holistic approach that considers the diverse needs and contexts of ESP learners. By understanding and overcoming these challenges, educators and stakeholders can enhance the effectiveness and relevance of assessments in ESP, ultimately supporting learners in achieving their language learning goals within their specialized fields.

Conclusion

Assessment in English for Specific Purposes (ESP) plays a crucial role in evaluating learners' language proficiency and communicative abilities within their specialized fields. The assessment process in ESP is complex, requiring educators to consider diverse learner backgrounds, align assessments with professional contexts, ensure task authenticity, and maintain cultural sensitivity. Despite these challenges, innovative approaches and emerging trends in ESP assessment offer opportunities to enhance assessment practices and promote meaningful language learning outcomes.

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UNDERSTANDING INTERLANGUAGE AND ITS IMPLICATIONS FOR SECOND LANGUAGE LEARNING AND TEACHING

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Abstract: Interlanguage, the transitional linguistic system developed by second language learners, has garnered significant attention in the field of second language acquisition (SLA). This article delves into the concept of interlanguage, its characteristics, developmental stages, and the implications it holds for both second language learning and teaching. By exploring the nature of interlanguage, educators can better understand the challenges learners face and devise effective instructional strategies to facilitate the language learning process.

Key words: Interlanguage, Second language acquisition (SLA), Language learning, Developmental stages, Language proficiency, Linguistic competence, Language transfer

Second language acquisition (SLA) is a multifaceted process influenced by various linguistic, cognitive, and socio-cultural factors. Central to this process is the concept of interlanguage, a term coined by Larry Selinker in the 1970s. Interlanguage refers to the dynamic and evolving linguistic system developed by second language learners as they navigate the complexities of acquiring a new language.

Unlike the static categories of native language and target language (TL), interlanguage represents a transitional stage characterized by a unique set of features and developmental patterns. It serves as a bridge between the learner's existing linguistic knowledge and their ultimate goal of achieving proficiency in the target language. Understanding the nature of interlanguage is essential for both learners and educators, as it offers valuable insights into the challenges and opportunities inherent in the language learning process.

In this article, we delve into the concept of interlanguage, exploring its defining characteristics, developmental stages, and the implications it holds for second language learning and teaching. By examining interlanguage through a theoretical and practical lens, we aim to enhance our understanding of how learners construct language knowledge and how educators can effectively support their linguistic development. Through this exploration, we highlight the significance of interlanguage in shaping the landscape of SLA research and pedagogy, underscoring its relevance for fostering language proficiency and intercultural communication in an increasingly globalized world.

Characteristics of Interlanguage

Interlanguage, as the transitional linguistic system between the native language (L1) and the target language (TL), exhibits several key characteristics that distinguish it from both of these linguistic domains. These characteristics provide insights into the nature of interlanguage development and the challenges faced by second language learners as they strive to attain proficiency in the TL.

One prominent characteristic of interlanguage is simplification, whereby learners reduce the linguistic complexity of the TL to make it more manageable. This simplification often involves the omission of grammatical markers, the use of basic vocabulary, and the avoidance of complex syntactic structures. Simplification allows learners to grasp the essential elements of the TL while gradually incorporating more advanced linguistic features over time.

Another characteristic of interlanguage is the phenomenon of overgeneralization, wherein learners apply TL rules indiscriminately, sometimes resulting in errors. For instance, learners may incorrectly extend a grammatical rule to contexts where it does not apply or apply irregular patterns inappropriately. Overgeneralization reflects learners' attempts to internalize and apply the rules of the TL, albeit with varying degrees of accuracy.

Interlanguage development is often influenced by learners' L1, leading to the transfer of linguistic features from the native language to the TL. This transfer can manifest in various ways, including the use of L1 structures, vocabulary, and pronunciation patterns in the TL context. While transfer can facilitate learning by providing a basis for comparison and analogy, it may also result in errors and fossilized forms that persist despite continued exposure to the TL[1].

Fossilization refers to the phenomenon whereby incorrect linguistic forms or structures become entrenched in learners' interlanguage despite ongoing exposure to the TL[2]. Fossilized errors may persist due to a variety of factors, including insufficient corrective feedback, lack of opportunities for meaningful practice, or individual differences in learning strategies. Fossilization highlights the importance of targeted intervention and remediation strategies to address persistent errors and promote continued language development.

Interlanguage is characterized by variability and fluidity, reflecting learners' ongoing experimentation and adaptation to the TL. Learners may exhibit fluctuations in their language production, with proficiency levels varying depending on factors such as task complexity, context, and communicative goals [3]. This variability underscores the dynamic nature of interlanguage development and the need for flexibility in assessing learners' linguistic competence.

Overall, the characteristics of interlanguage illuminate the complexity of the language learning process and underscore the importance of recognizing learners' evolving

linguistic systems [4]. By understanding the unique features of interlanguage, educators can tailor instructional strategies to address learners' specific needs, promote accurate language production, and facilitate continued progress towards proficiency in the TL.

Developmental Stages of Interlanguage

Interlanguage development is characterized by a non-linear progression through successive stages, each marked by distinct features and milestones in learners' acquisition of the target language (TL). While individual learners may progress through these stages at different rates and with varying degrees of proficiency, the developmental trajectory of interlanguage provides valuable insights into the process of second language acquisition (SLA). The following outlines the typical stages of interlanguage development as proposed by Selinker and subsequent researchers:

The silent period is often observed in the early stages of language acquisition, particularly among young learners and those with limited exposure to the TL. During this phase, learners may exhibit reluctance or inability to produce spoken language, instead focusing on listening comprehension and passive language acquisition. The silent period serves as a period of adjustment and observation, allowing learners to acclimate to the sounds, rhythms, and structures of the TL before actively engaging in language production.

In the formulaic speech stage, learners begin to experiment with basic language structures and expressions acquired through imitation and memorization. They rely heavily on fixed phrases, formulaic expressions, and rote-learned chunks of language to communicate basic needs and social functions. While communication during this stage may lack spontaneity and flexibility, learners demonstrate an emerging awareness of language patterns and conventions.

Language simplification is characterized by learners' attempts to streamline the TL by reducing complexity and complexity [1]. Learners may employ simplified grammar, vocabulary, and sentence structures to convey meaning, often relying on literal translations from their native language (L1) or simplified approximations of TL patterns. While simplification facilitates comprehension and communication, it may also lead to errors and inaccuracies as learners struggle to navigate the nuances of the TL.

The emergence of system marks a critical turning point in interlanguage development, as learners begin to demonstrate greater mastery and control over TL structures and functions [5]. Learners exhibit increased fluency, accuracy, and communicative competence, with language production becoming more systematic and rule-governed. They internalize TL grammar and vocabulary through exposure, practice, and interaction, gradually refining their linguistic proficiency through ongoing experimentation and feedback.

Stabilization represents the culmination of interlanguage development, characterized by the attainment of near-native proficiency and communicative competence in the TL. Learners demonstrate a high degree of accuracy and fluency across a range of linguistic contexts, exhibiting native-like command of grammar, vocabulary, pronunciation, and discourse strategies. While some residual errors and fossilized forms may persist, learners' language production approaches native-like proficiency, enabling them to function effectively in diverse social, academic, and professional settings.

It is important to note that interlanguage development is not strictly linear, and learners may exhibit regression, plateaus, and variability in their language proficiency over time. Additionally, individual differences in learning styles, aptitude, motivation, and exposure to the TL can influence the rate and trajectory of interlanguage development. Nonetheless, an understanding of the developmental stages of interlanguage provides educators with valuable insights into learners' evolving linguistic competence and informs instructional strategies aimed at supporting their continued growth and development in the TL.

Conclusion

Interlanguage, as a dynamic and evolving linguistic system, plays a pivotal role in the process of second language acquisition (SLA). Through its distinctive characteristics and developmental stages, interlanguage provides valuable insights into the challenges and opportunities faced by second language learners as they navigate the complexities of acquiring a new language. In this conclusion, we recapitulate the significance of interlanguage and its implications for both learners and educators in the field of SLA.

Interlanguage serves as a bridge between the learners' native language (L1) and the target language (TL), representing a transitional stage characterized by simplification, overgeneralization, transfer from the L1, and occasional fossilization of errors. These features highlight the dynamic nature of interlanguage development and the ongoing process of negotiation and adaptation as learners strive to attain proficiency in the TL.

Understanding the developmental stages of interlanguage—from the silent period and formulaic speech to language simplification, emergence of system, and stabilization—provides educators with valuable insights into learners' evolving linguistic competence and informs instructional practices aimed at supporting their language development. By recognizing that interlanguage development is non-linear and subject to individual variation, educators can tailor instruction to address learners' specific needs, promote meaningful interaction, and provide opportunities for authentic language use and practice.

For learners, acknowledging the existence of interlanguage as a natural and inevitable aspect of SLA can foster a positive attitude towards language learning and empower them to take ownership of their language development. By embracing interlanguage as a valuable tool for communication and self-expression, learners can navigate the challenges

of language learning with confidence and resilience, recognizing errors as opportunities for growth and refinement rather than obstacles to proficiency.

In conclusion, interlanguage serves as a lens through which we can better understand the complexities of SLA and inform effective instructional practices that support learners' linguistic development. By embracing interlanguage as a dynamic and evolving process, educators and learners alike can collaborate in creating enriching language learning environments that foster engagement, creativity, and intercultural communication. Through continued research, reflection, and innovation, we can further enhance our understanding of interlanguage and its implications for SLA, promoting lifelong language learning and intercultural competence in an increasingly interconnected world.

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TEACHING ENGLISH AS A SECOND LANGUAGE TO YOUNG LEARNERS

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Abstract: A well-known, long-standing and heated debate across the literature concerning applied linguistics is whether within the classroom teachers are dealing with second language acquisition or second language learning. This controversial issue is especially relevant for contexts where English is learned as an English as an Additional Language (EAL) as in Portugal. This is particularly important at a national level, where English is currently taught as a compulsory subject across primary education, with minimal input.

Teaching English in any context can involve a lot of fun and games, but possibly never more so than when the learners are in the early childhood years!

This article is focused on English teaching methods for working with children among young learners, focusing on their developmental stage in relation to language and the practical uses of language at that stage of life.

Introduction

Teaching English to Young Learners (TEYL) has become its own field of study as the age of compulsory English education has become lower and lower in countries around the world. It is widely believed that starting the study of English as a Foreign Language (EFL) before the critical period–12 or 13 years old–will build more proficient speakers of English. However, there is no empirical evidence supporting the idea that an early start in English language learning in foreign language contexts produces better English speakers. Levels of proficiency seem to be dependent on other factors– type of program and curriculum, number of hours spent in English class, and techniques and activities used.

Research on second language acquisition (SLA) has expanded enormously since its inception, thus addressing a wider range of topics, questions and multiple methodologies. As new theories and research have emerged on language, and on learning, their application to the study of SLA has been productive. They have shed light on "developmental regularities, as well as opening up new lines of inquiry on second language (L2) development" (Pica, 2005).

Who is considered a young learner?

When venturing into the world of EFL, the term "young learners" may be broadly used, leading to some confusion for new teachers. However, this is because young learners can be many ages! This group can include pre-school, kindergarten, and elementary school children (ages 2-10), as well as children in middle school (about ages 11-13). Middle schoolers can also fall into the teen category.

High schoolers (ages 14-17) are sometimes considered young learners, but teenage students really require different strategies than those you'd use with younger kids. If you teach at a language institute, you may also have some teens in your adult classes as well.

To clarify for whom these ideas are targeted, it is important to define young learner. The online course used the definitions provided by Slatterly and Willis (2001, 4): "Young Learners" (YL) were 7–12 years old; "Very Young Learners" (VYL) were defined as under 7 years of age.

Set classroom rules from the start

You should aim to introduce a set of classroom rules and standards during the very first lesson you teach to each group of students. Do not be afraid of spending the entire

first class establishing these guidelines instead of teaching a genuine lesson; it will serve you well for the remainder of the course.

Rules should be presented in a specific and positive manner. For example, "Raise your hand if you wish to talk" is more specific than "Do not be rude" and more positive than "Do not speak out of turn." In general, it is better to tell students how they should act instead of how they should not act.

Below is a list of common rules and standards in EFL courses:

o   Only speak English in this class (or, for very young learners, speak English as much as possible).
o   Look at the teacher and listen while they are speaking.
o   Wait until you are called upon to speak.
o   Remain seated unless instructed otherwise.
o   Arrive on time for class.
o   Arrive prepared for class (with pencil, notebook, textbook, or other materials).

Keep up the pace

When teaching younger children, activity and engagement are very important – remember, language learning is play! Younger learners have shorter attention spans, which means you need to keep the class moving at a decent pace. For very young children, even a brief pause between activities may cause them to become distracted. To retain their focus during transition periods, try having them stand up and stretch or sing and dance to a song while you quickly prepare the next activity. This way, their energy and excitement will be guided.

Use a reward system

Don't forget to reward good behavior and effort as well! You can recognize positive behavior with prizes, special privileges, the chance to choose what the class does, or other methods of encouragement.

Every child is different, with different interests, different levels of independence, different feelings about being separated from mother and home, different rates of development, and different levels of ability and confidence in first language use. Every child however, enters the program with some skills and knowledge, and should be regarded as competent and capable for the task of acquiring lots of new skills and knowledge.

Children learn best:

o   when they feel secure and have a sense of belonging;
o   by interacting with others;
o   by using language in meaningful ways;
o   by engaging in active learning experiences;
o   when they see a clear model of how to do something;

o   when they receive positive reinforcement; and

o   when others relate to them as an individual with unique needs and interests.

Examples of games which encourage children to learning:

1) Simon says' is basically Total Physical Response (TPR) with a condition added. Use this game to practise classroom instructions, everyday actions, parts of the body, colours (touch something red), shapes (point to something square), and so on.

2) Laminate a picture showing the outline of a body. Laminate and cut up pieces of clothing to fit the body using different colours and patterns. Students take turns selecting the item of clothing nominated by the teacher (a red skirt, a blue shirt). They are then blindfolded and positioned in front of the 'body'. The class guides their placement of the item of clothing with phrases like, "Go up, go down, go left, go right."

3) The teacher calls out, "Make groups of...", and children form groups, as quickly as possible, according to the characteristic (number of people, same colour of clothes/hair/eyes, length of hair, etc.)

4) Songs have been written about most topics: days of the week, months of the year, numbers, ABC, shapes, patterns, and colours. What hasn't been written can easily be written by changing the words to familiar tunes. Songs are fun and easy to remember if they are kept simple and repetitive.

Conclusion

As this article demonstrates, the ideas that come out of a collaborative learning situation like an online TEYL course whose participants come from many different countries around the world can be very helpful towards improving classroom practice. All of the ideas given above stood out after reflection by and discussion among many professionals in the field as some of the more helpful ideas for teaching EFL to young learners. These activities should prove helpful to all teachers of English to young learners.

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Annotatsiya

Ushbu ilmiy maqolada shaxsga yo'naltirilgan yondashuvning hozirgi kundagi ahamiyati o'rganiladi va tahlil qilinadi. Bugungi kunda, o'qituvchiga yo'naltirilgan yondashuvdan voz kechishga urg'u kuchayib borayotganligi sababli o'qitishda shaxsga yo'naltirilgan yondashuv e'tibor markazida bo'la boshladi. Yondashuvning ushbu turi keng tarqalgan va qo'llanilib kelayotgan bo'lsa-da, o'qituvchiga va shaxga yo'naltirilgan yondashuvlarning bir-biriga bevosita bog'liqligini hisobga olgan holda uni qanday samarali ishlatish mumkinligi noaniqligicha qolmoqda. Ushbu maqola bir qancha maqolalarni ko'rib chiqadi va shaxsga yo'naltirilgan yondashuvni amaliyotga tatbiq etish usullarini hamda ularning mazmunini tematik tahlil qilishni o'z ichiga oladi. Ushbu izlanish, o'qitish va o'rganishda shaxsga yo'naltirilgan elementlarning yaxshilashida yordam beradi.

Abstract. This scientific article explores the current significance of personalized learning and analyzes its importance. Due to the increasing urgency to transition away from traditional teaching methods, there has been a shift towards placing emphasis on learner-centered approach in education. While this type of approach is widely recognized and being adopted, there is uncertainty about how to effectively utilize it in teaching and its direct relevance to the learner. The article reviews several studies and examines practical methods for implementing learner-centered approach and analyzing its content thematically. This exploration aids in improving the effectiveness of personalized elements in teaching and learning.

Аннотация. В данной научной статье исследуется текущая значимость индивидуализированного обучения и анализируется его важность. В связи с нарастающей необходимостью отказа от традиционных методов обучения, наблюдается сдвиг в сторону уделяния большего внимания индивидуализированному обучению в образовании. Хотя этот тип обучения широко признан и принимается, существует неопределенность в том, как эффективно использовать его в преподавании и его прямую актуальность для учащегося. Статья рассматривает несколько исследований и изучает практические методы внедрения индивидуализированного обучения и анализа его содержания тематически. Это исследование способствует повышению эффективности индивидуальных элементов в обучении и обучении.

Kalit so'zlar: Shaxsga yo'naltirilgan, kichik guruhlardagi muhokamalar, loyiha asosidagi ta'lim, muammoli ta'lim, texnologiyaga asoslangan ta'lim.

Kirish

Ta'limda shaxsga yo'naltirilgan yondashuv bugungi kunda, ta'lim sohasida o'qituvchiga yo'naltirilgan yodashuvdan ko'ra yaxshiroq natijalarni ko'rsatayotgan yondashuv bo'lib kelmoqda. Ushbu mavzuda bir qancha xorijlik olimlar izlanishlar olib borgan bo'lib, ulardan I.Emaliana, D.Tang, T.Keinonen, L.Murphy, N.B.Eduljee, K.Croteau kabi olimlarning ishlari, MDX olimlar O.Kisel, A.Dubskikh, A.Butova ishlari, o'zbek olimlaridan esa prof. J.Jalolov, T.Sattorov, M. Axmedova, X.G'ulomjonova kabilarning ilmiy ishlari va maqolalari ayniqsa, taqsinga sazovordir.

An'anaviy, o'qituvchiga yo'naltirilgan ta'limda, odatda o'quv dasturlari talablarini qondirish uchun bilim berish va ma'lumot bilan ta'minlashga qaratilgan va ko'pincha o'qitish mazmuni o'quv dasturlariga yo'naltirilgan bo'ladi. Darslarda axborot oqimi faqat bir tomonlama bo'lib, talabalar va o'qituvchi o'rtasidagi o'zaro mazmunli aloqalarni kamdan-kam kuzatish mumkin. Shu nuqtai nazardan, talabalar doimo o'zlarining bilimlarini aytish yoki ko'rsatib berishga qiynaladigan, passiv ma'lumot qabul qiluvchi sifatida darsda qatnashadilar. Bunda o'rganilayotgan bilim o'qituvchiga tegishli bo'lib, bilimlarni o'zlashtirishda talabalarning ishtiroki minimal darajada bo'ladi. [Lojdova, 2019:32]. Ko'pincha bunday yondashuv talabalarning o'z ustida ishlash va o'z-o'zini rivojlantirish bilan shug'ullanish qobiliyatini buzadi

Talabalarni o'rganishga yanada yaxshiroq jalb qilish uchun shaxsga yo'naltirilgan yondashuv joriy etildi va u ko'pincha o'qituvchiga yo'naltirilgan yondashuvdan ko'ra foydaliroqdir. Shaxsga yo'naltirilgan yondashuv konstruktivizm kontseptsiyasiga asoslanadi, ya'ni o'quvchilar yangi ma'lumotni allaqachon bilgan narsalari bilan bog'lash orqali o'rgangan narsalariga ma'no beradilar. O'qituvchiga yo'naltirilgan yondashuvdan farqli o'laroq, o'rganuvchiga yo'naltirilgan yondashuv bilimlarni o'zlashtirish yo'nalishini o'qituvchilardan talabalarga o'tkazadi, shuningdek, ma'lumot olish va ma'lumotni tushunish mas'uliyatini ham o'quvchilar zimmasiga yuklaydi, o'qituvchilar esa yordamchi sifatida ishlaydi. Eng ideal ma'noda, talabalar o'z ta'limini o'z zimmalariga oladilar, dars mazmunini tuzadilar va o'z ta'lim yo'llarini ham belgilaydilar [Emaliana, 2017:61]. Ammo, amalda o'qituvchi va shaxsga yo'naltirilgan yondashuvlar bir-birini istisno qilmaydi. Ular misoli tarozining ikkita pallasidir va ular orasida uzluksiz faoliyat mavjud.

Hozirgi kunda, shaxsga yo'naltirilgan yondashuvga qiziqish katta. Ushbu maqolada o'qitish va o'rganishda shaxsga yo'naltirilgan yondashuvni amalga oshirish bilan bog'liq maanbalarni ko'rib chiqish orqali, shaxsga yo'naltirilgan ta'limni amalga tadbiq qilish usullari taqdim etilgan va bunda shaxsga yo'naltirilgan yondashuv samaradorligini oshirish maqsad qilingan.

Metodlar va materiallar

Ushbu maqolada o'qitish va o'rganishda shaxsga yo'naltirilgan yondashuv qanday faoliyat ko'rsatishi haqidagi tegishli adabiyotlar ko'rib chiqildi. Izlanishlar "ScienceDirect", "Scopus" va "Web of Science" kabi ilmiy ma'lumotlar bazalari adabiyotlari va bir qancha milliy va xalqaro ilmiy tadqiqot jurnallarini o'z ichiga oladi. Izlanish shaxsga yo'naltirilgan, o'rganish, ta'lim, yondashuv va pedagogika kabi kalit

so'zlar hamda qidiruvni takomillashtirishda talabaga yo'naltirilgan ta'lim va talabaga yo'naltirilgan yondashuv kabi kalit so'zlarning kombinatsiyasi bilan olib borildi. Qidiruv natijasida dastlab mavzuga oid 35 ta maqola topildi. Ushbu maqolalar dolzarbligi uchun tekshirildi. Maqolalarni saralash va tanlashda quyidagi saralash mezonlari asosida olib borildi: 1) Maqolalar o'qitish va o'rganishda shaxsga yo'naltirilgan yondashuv bilan bog'liq bo'lishi; 2) Maqolalar ilmiy xarakterga ega bo'lishi va ekspertlar tomonidan ko'rib chiqilishgan bo'lishi kerak; 3) Maqolalar shaxsga yo'naltirilgan yondashuvni amaliyotga tatbiq etish to'g'risidagi ma'lumotlarni o'z ichiga olishi kerak. Shaxsga yo'naltirilgan yondashuvni idrok etishga qaratilgan, ammo, uning qanday amalga oshirilishini ko'rsatmagan maqolalar, bundan mustasno. Ko'rib chiqish va saralashdan so'ng jami 14 ta maqola taqrizga kiritildi.

Natijalar va muhokamalar

Shaxsga yo'naltirilgan yondashuv turli mintaqalarda turli ta'lim darajalaridagi kurslarda joriy etilmoqda, chunki o'qituvchiga yo'naltirilgan yondashuvdan shaxsga yo'naltirilgan yondashuvga o'tish tobora ko'proq ahamiyat berilmoqda. Maanbalarni o'rganishda yondashuvni amalga oshirish natijasida yuzaga keladigan umumiy amaliyot va qonuniyatlar aniqlandi. Kichik guruhlardagi bahs-munozaralar o'rganuvchilar muayyan vazifalar ustida ishlashlari uchun asosiy amaliyotlardan biridir. O'rganuvchilar kichik guruhlarda o'zaro munozaralarda qatnashadilar va ularga ko'pincha o'qituvchilar tomonidan yo'nalishlaridan chiqib ketmasliklari uchun yordam beriladi. Bunday munozaralar turli mavzular atrofida g'oyalar aqliy hujumi, kontseptsiyalarni tushunish, muammolarni aniqlash, ishlarni ko'rib chiqish va yechimlarni o'rganishgacha borishi mumkin. Kichik guruhlardagi munozaralar tengdoshlarning o'zaro ta'sirini va g'oyalar, tushunchalar va yechimlarni o'rganish uchun birgalikdagi sa'y-harakatlarni rag'batlantiradi [Mattila, 2022:61]. Ular o'rganuvchilarga ma'lumot qidirish va o'quv dasturlari yoki darsliklarda belgilanganidan tashqari o'rganishni boshlash imkonini beradi.

Loyihaga asoslangan ta'lim.

Loyihaga asoslangan hamkorlikdagi o'qitishda o'rganuvchilarga ko'pincha ishlash uchun loyihalar beriladi. Bu shaxsga yo'naltirilgan yondashuvning yana bir asosiy xususiyati hisoblanadi. Loyihalar jamiyat loyihalari bo'lishi mumkin, unda talabalar jamiyat muammolarini aniqlashlari, yechimlarni taklif qilish va amalga oshirish uchun keng ko'lamli tadqiqotlar orqali muammolarni tahlil qilishlari kerak. Jamiyat loyihalari talabalarga haqiqiy muammolarni hal qilish uchun mas'uliyatni o'z zimmalariga olishga imkon beradi va bu jarayon orqali ular xizmat ko'rsatadigan jamoalar bilan aloqa o'rnatadilar. Jamiyat loyihalari talabalarda muloqot qilish, yetakchilik va shaxslararo ko'nikmalarni rivojlantiradi va ularga loyihalarda istalgan natijalarga erishish uchun erkinlik beradi. Ta'kidlash lozimki, o'qituvchilar istalgan natijalarni belgilashda va talabalarni loyihalarning barcha bosqichlarida yo'naltirishda muhim rol o'ynaydi. Bunday loyihalarning namunasi sifatida: jamiyatda ma'lum bir tilni to'g'ri qo'llanishini

rag'batlantirish tadbir va tashviqotlari orqali jamiyatda tilning ahamiyati oshirish kabilarni aytish mumkin. Talabalar loyihaning boshlanishidan yakunigacha bo'lgan butun davr jarayonida, shu jumladan loyihalar samaradorligini kuzatishda ishtirok etish imkoniyatiga ega bo'ladilar [Tang, 2022:9-10]. Loyiha asosida o'qitishning yana bir shakli laboratoriya va eksperimental loyihalashda namoyon bo'ladi. Loyihalash jarayonida talabalar 1) dizaynni kontseptuallashtirish, 2) loyihani sinab ko'rish uchun faol eksperiment, 3) to'liq loyihani amalga oshirish bo'yicha aniq tajriba, 4) dizaynning samaradorligini kuzatish uchun amaliy operatsiyalarda ishtirok etadilar. Yakunda talabalar loyihani tasdiqlash va optimallashtirish uchun olingan bilim va tajribalar asosida fikr yuritadilar.

Muammoga asoslangan ta'lim (case-study).

Muammo o'rganuvchilardan yechilishi so'raladigan savol yoki ssenariy bo'lishi mumkin va shaxsga yo'naltirilgan yondashuvda bu odatda mustaqil o'rganishni rag'batlantirish uchun ma'ruzalardan oldin beriladi. Ma'ruzalar davomida talabalar yechimlarni muhokama qilishlari mumkin, o'qituvchilar esa keyingi muhokamalarga yo'naltirishlari yoki mavzuni chuqurroq o'rgatishlari mumkin. U tibbiyot sohasida, masalan, giyohvand moddalarni iste'mol qilish kasalliklari haqida bilimlarni oshirish va ularga munosabatni shakllantirish va hamshiralik ta'limida keng qo'llaniladi [Matilla, 2022:73]. Hodisalar yoki ssenariylar ustida ishlash jarayonida talabalar tez-tez ega bo'lgan nazariy bilimlarga murojaat qilishlari va ularni mustahkamlashlari, shuningdek, yangi bilimlar orttirishlari mumkin. Bu jarayon darsliklarda belgilanmagan va u to'liqligicha o'rganuvchilarning holatlar yoki ssenariylar doirasida ishlashlariga asosladi.

Texnologiyalar yordamida o'qitish.

Texnologiyalar yordamida ta'lim o'qitish va o'rganishda shaxsga yo'naltirilgan yondashuv bilan bog'liq adabiyotlarda paydo bo'layotgan yana bir muhim mavzudir. Bu shunchaki, o'quvchilarni o'z-o'zini boshqarishni ta'minlaydigan elektron platformalarga kirishiga rahbarlik qilish va ularni jalb qilish uchun texnologiyani o'qitishga kiritishni anglatadi. Mobil telefonlarning turli xil maqsadlarda keng qo'llanilishi mobil texnologiyani o'qitish va o'rganish uchun, ayniqsa, shaxsga yo'naltirilgan yondashuvni amalga oshirishda, ideal vositaga aylantirdi. O'qituvchilar mobil texnologiyani o'qituvchilar va o'rganuvchilar o'rtasidagi o'zaro munosabatlarni rivojlantirish vositasi sifatida qabul qildilar, bu o'rganuvchilarga yordam olishga, o'qituvchilarga esa talabalarning ehtiyojlariga samarali javob berishga imkon beradi. Mobil texnologiya geografik jihatdan bir-biridan uzoqda bo'lgan o'rganuvchilarni birlashtirgani sababli, o'rganuvchilar qayerda bo'lishlaridan qat'iy nazar o'rganishda hamkorlik qilishlari mumkin. Sun'iy intellektning paydo bo'lishi bilan mobil texnologiyalarni muayyan vazifalarni bajarishga o'rgatish ham mumkin. Texnologiyalar yordamida o'qitishning boshqa misollari - onlayn ta'lim va aralash ta'limdir. Texnologiyalar o'rganish uchun foydali bo'lsa-da, ular o'rganishning belgilangan maqsadlarga parallel ravishda amalga oshirilishini ta'minlash uchun nazorat va monitoringga muhtoj.

Xulosa

O'rganish kichik guruhlardagi muhokamalar, loyiha asosidagi ta'lim, muammoli ta'lim, texnologiyaga asoslangan ta'lim, moslashuvchan ta'lim orqali o'qitish va o'rganishda shaxsga yo'naltirilgan yondashuvni amaliyotga joriy etishni yoritadi. Uni amalga oshirishning barcha shakllarida shaxsga yo'naltirilgan amaliyotlar o'qituvchiga yo'naltirilgan va o'rganuvchiga yo'naltirilgan yondashuvlar o'rtasida joylashgan. O'qituvchilar markazda bo'lishdan voz kechishmoqda va o'rganish to'g'ri yo'nalishlarda amalga oshirilishini va mo'ljallangan natijalarga erishishni ta'minlashda muhim rol o'ynashmoqda. O'qituvchilar ko'pincha fasilitator sifatida qabul qilinadi, lekin ularning ishtiroki o'rganuvchilarning darajalari va yetukligiga, shuningdek, ular amalga oshiradigan o'rganuvchilarga qaratilgan amaliyot turlariga qarab farq qiladi. Shu bilan bir qatorda, kelajakdagi tadqiqot yondashuvni amaliyotga tatbiq etishning yangi vositalarini o'rganishdan tashqari, o'qitish va o'rganishda shaxsga yo'naltirilgan yondashuvning nisbati va samaradorligini oshirish yo'llarini ko'rib chiqishi ahamiyatga molikdir.

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SECOND LANGUAGE ACQUISITION FOR ADULTS AND CHILDREN

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Abstract

In this article, I investigated the ideal challenges in learning second language for adults and children and proved my thoughts with examples from research. This article studies the main problems in learning second language by comparing two generations.

Unlike teenagers and adults, young toddlers naturally pick up language and are self-motivated to do so without intentional learning. They have the ability to imitate pronunciation and work out the rules for themselves. Each period offers their own prospects for language acquisition. For example, children find it difficult to understand the meaning of some words in different fields comparing to adults. However, it is less complex to teach children the phonetics of the language.

Keywords: second language acquisition, language interference, linguistic proficiency, language learning strategies, motivation and attitude, social and cultural factors.

Аннотация. В этой статье я исследовал идеальные задачи в изучении второго языка для взрослых и детей и доказал свои мысли примерами из исследований. В данной статье изучаются основные проблемы изучения второго языка путем сравнения двух поколений. В отличие от подростков и взрослых, малыши естественным образом овладевают речью и мотивированы делать это без целенаправленного обучения. У них есть способность имитировать произношение и самостоятельно вырабатывать правила. Каждый период предлагает свои перспективы для овладения языком. Например, детям сложнее понять значение некоторых слов из разных областей, чем взрослым. Однако научить детей фонетике языка проще.

Ключевые слова: овладение вторым языком, владение языком, стратегии изучения языка, мотивация и отношение, социальные и культурные факторы.

Annotatsiya. Ushbu maqolada men kattalar va bolalar uchun ikkinchi tilni o'rganishdagi dolzarb muammolarni o'rganib chiqdim va o'z fikrlarimni tadqiqot misollari bilan isbotladim. Ushbu maqola ikki avlodni taqqoslash orqali ikkinchi tilni o'rganishdagi asosiy muammolarni o'rganadi. O'smirlar va kattalardan farqli o'laroq, yosh bolalar tabiiy ravishda tilni o'zlashtirib olishadi va buni qasddan o'rganmasdan o'z-o'zidan rag'batlantiradilar. Ular talaffuzga taqlid qilish va o'zlari uchun qoidalarni ishlab chiqish qobiliyatiga ega. Har bir davr tilni o'zlashtirish uchun o'z istiqbollarini taklif qiladi. Masalan, bolalar kattalarga nisbatan turli sohalardagi ba'zi so'zlarning ma'nosini tushunishi qiyin. Biroq, bolalarga tilning fonetikasini o'rgatish unchalik murakkab emas.

Kalit so'zlar: ikkinchi tilni o'zlashtirish, tilni bilish, til o'rganish strategiyalari, motivatsiya va munosabat, ijtimoiy va madaniy omillar

Language learning is a fascinating process that differs greatly between children and adults. The capacity to learn a second language is frequently connected with early childhood, since young students appear to pick up new languages more readily and rapidly than their adult counterparts. This article will look at the elements that influence second language learning disparities between adults and children, as well as the ramifications for various educational and socioeconomic circumstances. The critical period hypothesis is one of the most important elements influencing the ease with which children learn second

languages.[36] [20:15] This theory proposes that there is an ideal window of time within which humans may acquire a language more efficiently, usually during early infancy. According to research, children who are exposed to numerous languages early in life are more likely to become bilingual or even multilingual, and they may even experience "language interference" when learning new languages.

Following this stage, learning a second language may become more challenging. This is reinforced by research, which shows that youngsters have a stronger capacity to learn native-like pronunciation and grammar, but adults may struggle with similar skills.[37] [2:16]

Neural plasticity is another important aspect in early language acquisition success. During early life, the brain is more malleable and able to develop new neural connections. This cerebral flexibility enables youngsters to acquire languages more readily and easily than adults, who may struggle with pronunciation or grammar.

Scott and Ytreberg (1993) identified the characteristics of young learners as active learners who learn through sensory and five senses, respond well to language through concrete (visual) rather than abstract things, and are interested in physical movements and real-world activities to stimulate thinking. They will be excited if they are taught through entertaining activities or are actively participating in activities, since they like playing and learning new things.

There were mentioned some privileges of second language acquisition in childhood. However, it is vital to note obstacles in language learning for children. Language acquisition in childhood may be time-consuming, as children frequently have a busy schedule of academic and extracurricular activities. Another main point to refer is that children may fail to comprehend the context and subtleties of a second language, particularly idiomatic phrases and cultural allusions.

Given the fact that numerous scholars have been facing with this dilemma of second language acquisition and the number of opposing ideas, it is possible that none of them alone can explain the complicated issue to a satisfactory level. [9:24]

On the other hand, according to studies, there are several evidences that demonstrate the benefits of learning a second language in adulthood. Adults often have a strong

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[37] Saidova G.A., "The problematic issues of teaching foreign languages and finding possible solutions on this actual task" offline conference, topic: the use of modern innovative technologies in teaching English "The problematic issues of teaching foreign languages and finding possible solutions on this actual task" offline conference, topic: The use of modern innovative technologies in teaching English, Tashkent – 2021. Б. 151-153

motivation to learn a second language for career or personal reasons, which can drive them to put in the necessary effort. Vallerand and Pelletier (1993) found that integrated motivation is connected with psychological outcomes and repercussions related to the academic domain, which encompasses academic pursuits, recreation, and sports. Students are more willing to study a second language for a number of reasons, including respect, companionship, knowledge, comprehension, travel, and status. Belmerchi and Hummel (1998) found that understanding foreign songs and being able to utilize the Internet were the most important motivations for learning a second language.

Another significant feature of L2 for adults includes that adults typically have a larger vocabulary in their native language, which can be beneficial when learning a second language. One more proved evidence of learning second language for older people involves that adults have a better developed capacity to perceive context and cultural differences, which can aid in learning the complexities of a second language.

Understanding the disparities in second language learning between adults and children has important consequences for both education and society. Educators can adjust their teaching approaches to meet the specific requirements of their students, whether they are youngsters or adults. For example, combining play and immersion into language learning for youngsters, while emphasizing practical applications and formal instruction for adults.

Finally, the crucial period theory and brain plasticity explain why the capacity to learn a second language differs between adults and children. While children often have an edge in language acquisition, adults may still learn new languages, albeit with greater difficulty. Recognizing these variances and modifying language learning techniques can contribute to a more inclusive and multicultural society.

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INTERACTIVE TECHNIQUES IN TEACHING LISTENING TO B2 LEVELS

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Abstract. This article explores the significance of interactive techniques in teaching listening skills to B2 level learners. Effective listening comprehension is crucial for language development, especially at the intermediate level. Traditional passive listening exercises often fail to engage learners actively and hinder their progress. In contrast, interactive techniques promote active participation, enhance comprehension, and foster critical thinking skills. This article discusses various interactive techniques that language instructors can employ to create dynamic listening experiences for B2 level learners.

Key words: interactive techniques, teaching, listening, B2 levels, language acquisition, passive listening exercises, active participation, comprehension, critical thinking skills, pre-listening activities.

INTRODUCTION

The B2 level is a critical stage in language learning, as learners strive to enhance their proficiency and communication skills. Listening comprehension plays a pivotal role in language acquisition, and hence, it must be taught using effective and engaging techniques. This article explores interactive techniques that educators can utilize to improve listening skills among B2 level learners.

Methods

Pre-listening activities serve as valuable tools to prepare students for upcoming listening tasks. These activities can include brainstorming, predicting content, activating prior knowledge, or discussing related topics. By activating schema and building anticipation, learners become more engaged and motivated to listen attentively.[1]

Using authentic audio and video materials exposes learners to real-life language contexts, accents, and cultural nuances. These materials can include podcasts, interviews, speeches, or news broadcasts. Authentic materials not only enhance listening skills but also provide learners with exposure to natural language use.

Interactive listening tasks encourage learners to actively engage with the audio or video material. These tasks can include comprehension questions, gap-filling exercises, note-taking activities, or summarizing information. Incorporating interactive elements challenges learners to analyze, synthesize, and apply their understanding of the content.[2]

Collaborative activities promote interaction and communication among learners. Pair and group activities such as information gap exercises, role plays, or debates enable learners to practice listening and speaking simultaneously. These activities enhance comprehension skills while also fostering cooperation and negotiation among peers.

Utilizing technology can significantly enhance the interactive nature of listening activities. Online platforms, interactive apps, and multimedia tools provide learners with the opportunity to engage with authentic materials in an interactive and self-paced manner. These resources can offer features such as interactive transcripts, comprehension quizzes, or audio recording options, which facilitate learner autonomy and individualized learning experiences.

Results

Searching with the keywords mentioned earlier may lead you to research articles published in academic journals. These articles often provide in-depth analysis, theoretical frameworks, and empirical studies on the effectiveness of interactive techniques in teaching listening to B2 levels. They may explore different interactive strategies, methodologies, or approaches that have been implemented and evaluated in language learning contexts.[3]

Many educational websites and blogs dedicated to language teaching and learning offer articles, guides, and resources on interactive techniques for teaching listening skills. These sources often provide practical tips, activity ideas, and real-life examples of how to incorporate interactive techniques into B2 level listening instruction. They may also provide insights from experienced educators or language experts.

Online communities and forums for language teachers or ESL/EFL instructors can be valuable sources of information. These communities often have discussions, threads, or resources related to interactive techniques in teaching listening. Educators from around the world share their experiences, strategies, and recommended activities for engaging B2 level learners in listening tasks.

Some organizations or institutions offer professional development materials, workshops, or courses for language teachers. These resources may cover topics such as teaching listening skills and interactive techniques for B2 level learners. They may include downloadable guides, lesson plans, or multimedia resources that can be used to enhance listening instruction.[4]

Language learning platforms, particularly those focused on self-study or online courses, often provide resources and materials for improving listening skills. These platforms may offer interactive exercises, listening practice modules, or curated listening materials specifically designed for B2 level learners. They may also incorporate

technology-assisted approaches, such as interactive quizzes, speech recognition, or personalized feedback.

When conducting your search, it's important to evaluate the credibility and relevance of the sources you come across. Look for reputable publishers, academic institutions, or recognized experts in the field of language teaching and learning. Additionally, consider the context and specific needs of your learners to determine which interactive techniques are most suitable for your B2 level teaching.[5]

Discussion

Incorporating interactive techniques into listening instruction for B2 level learners offers several benefits. Firstly, interactive activities increase engagement and motivation, as learners actively participate in the learning process. Secondly, these techniques promote critical thinking skills, as students are encouraged to analyze and evaluate the information they encounter. Thirdly, interactive techniques foster communication and collaboration, enabling learners to practice their listening skills in authentic social contexts.

Conclusion

Interactive techniques play a vital role in teaching listening skills to B2 level learners. By integrating pre-listening activities, authentic materials, interactive tasks, pair/group activities, and technology-assisted approaches, educators can create dynamic and engaging listening experiences. These techniques not only enhance comprehension but also promote critical thinking, communication, and collaboration skills. By utilizing interactive techniques, language instructors can effectively facilitate the development of listening skills among B2 level learners and support their overall language proficiency.

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CHET TILINI O'RGATISHDA TALABALAR QIZIQISHI VA UNING O'RGANISH JARAYONIDADI AHAMIYATI

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Annotatsiya: Chet tillarni o'qitish metodikasi uchun fan, til va nutqni farqlash muhimdir. Zamonaviy tilshunoslik tilni bir guruh odamlar ongida mustahkamlangan ijtimoiy ahamiyatga ega kod va uning ishlash qoidalari sifatida tushunadi.

Аннотация: Для методики преподавания иностранных языков важно различать науку, язык и речь. Современная лингвистика понимает язык как социально значимый код и правила его действия, закрепленные в сознании группы людей.

Annotation: It is important to distinguish science, language and speech for the methodology of teaching foreign languages. Modern linguistics understands language as a socially significant code and its rules of operation fixed in the minds of a group of people.

Kalit so'zlar: metodika, nutq birliklari, muloqot, nazariya, lug'at, grammatika

Ключевые слова: методика, речевые единицы, общение, теория, лексика, грамматика.

Key words: methodology, speech units, communication, theory, vocabulary, grammar.

Chet tilini o'qitish mazmunini tillarni ma'lum kod tizimlari sifatida o'rganadigan tilshunoslikka murojaat qilmasdan aniqlash mumkin emas. Odamlar muloqot qilish uchun tildan (kod tizimidan) foydalanadilar; ular orqali muloqot qiladilar. Metodika chet tilini o'qitish bilan bog'liq muammolarni - tilshunoslikda har tomonlama o'rganiladigan kodni o'rganadi. Demak, tilshunoslik til me'yorini, ya'ni til vositalarining qabul qilingan nutqiy qo'llanilishini, shaxs nutqida til vositalaridan foydalanishni tartibga soluvchi qoidalar majmuini tavsiflaydi.

Chet tillarni o'qitish metodikasi uchun fan, til va nutqni farqlash muhimdir. Zamonaviy tilshunoslik tilni bir guruh odamlar ongida mustahkamlangan ijtimoiy ahamiyatga ega kod va uning ishlash qoidalari sifatida tushunadi. Boshqacha qilib aytganda, til - muloqot uchun zarur bo'lgan til vositalari va ulardan foydalanish qoidalari tizimi. Nutq deganda til tizimining muayyan aloqa aktlarida amalga oshirilishi tushuniladi. "Nutq" tushunchasiga jarayonning o'zi ham, shu jarayonning mahsullari – nutqiy asarlar ham kiradi. [38]Til va nutq bir hodisaning ikki tomonini, bir butunlikni tashkil etsa-da, har bir tomon uchun xos birliklar bilan harakat qiladi.

Til birliklari va nutq birliklari mavjud.

Til birliklariga quyidagilar kiradi: fonemalar, morfemalar, so'zlar, frazeologik birikmalar (gaplar), mikro va makromatnlar. Bular tilning formal-semantik xususiyatiga ko'ra tashkil etilgan unsurlaridir. Nutq birliklari turli uzunlikdagi situatsion shartli gaplarni

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[38] Muloqot uchun zamonaviy tillarni o'rganish va o'rgatish. - Strasburg: Evropa Kengashi matbuoti, 1988 yil 16 bet

tashkil qiladi, ularda til elementlari semantik va kommunikativ xususiyatlarga ko'ra tartibga solinadi. Boshqacha qilib aytganda, nutq birliklari aloqaning o'ziga xos holati bilan bog'liqdir.

Trening mazmunini belgilashda tabiiy ravishda savol tug'iladi - nimani o'rgatish kerak? til yoki nutq? Biz siz nutqni o'rgatishdan boshlashingiz kerakligidan kelib chiqamiz, ya'ni birinchi navbatda tushunish va ko'paytirishni o'rgatish, shuningdek, chet tilini o'rganish sharoitida mumkin bo'lgan muloqot holatlari bilan belgilanadigan elementar nutq bayonotlarini ishlab chiqarish (yaratish) ni o'rgatish kerak.

Tilni lingvistik hodisa sifatida o'rganish til tizimi haqidagi bilimlarni berishi mumkin, lekin bu tizimdan muloqot maqsadida foydalanishga olib kelmaydi, buni maktabda ingliz tilini o'qitish amaliyoti tasdiqlaydi. Til tizimini, uning fonetikasini, grammatikasini, lug'atini alohida o'rgatishga e'tibor berilganda, o'quvchilar eng oddiy kommunikativ vazifalarni yechishda o'zlashtirilgan grammatik qoidalar va so'zlardan foydalana olmadilar. Muayyan vaziyatlar bilan bog'liq tayyor iboralarni o'rgatish ham o'rganilayotgan chet tilini o'zlashtirishni ta'minlay olmaydi, chunki tilni bilish nutq materialini o'zlashtirish o'quvchida til tizimini shakllantirishga olib keladigan bo'lsa, u shunga muvofiq gaplar qura olsa mumkin. grammatik dizaynga nisbatan bu tilga xos bo'lgan qoidalar va aloqa harakatida so'zlardan foydalanish.

Maktabda ingliz tilini o'rgatishda nutqdan tilga ketma-ketlikka rioya qilish kerak. Demak, til va nutq materialini o'z ichiga olgan lingvistik komponent ta'lim mazmunining birinchi komponenti vazifasini bajaradi. Rasmiy (lingvistik) ifoda vositalarini tanlash, ketma-ketligi va dozasi muloqotga bo'lgan ehtiyoj bilan belgilanadi. Grammatikani, lug'atni, fonetikani o'rganish aloqa bilan belgilanadi, bu esa til tizimini joylashtirishning an'anaviy tartibini buzishga olib kelishi kerak. Talabalarning muloqoti, qoida tariqasida, ta'lim registrlari doirasida cheklangan. Chet tilini o'qitish metodikasidagi nutq bayoni o'quv birligi shaklini oladi. Bu so'z, ibora, nutq namunasi yoki tipik jumla, namunaviy dialog, vaziyat yoki mavzu bo'yicha jumladan ko'ra kattaroq uzunlikdagi monolog bayonoti namunasi bo'lishi mumkin. Turli xarakterdagi gaplarni (tasdiq, inkor, undov, so'roq) birlashtirgan strukturaviy guruh o'quv birligi sifatida harakat qilishi mumkin. Bunday nutq birliklari bilan ishlash til tizimini shakllantirishga yordam beradi.

Til o'rganish kishilik jamiyatida muhim sohalaridan biri hisoblanadi. Muloqot vositasi bo'lmish tilni tabiiy muhitda, ya'ni oilada, jamoatchilik orasida yoki uyushgan holda, ya'ni darsda amaliy egallash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o'rganiladi. Xalqaro munosabatlar avj olgan zamonamizda tillarni bilish, ayniqsa, ko'p tillilik, ya'ni poliglossiya katta ahamiyat kasb etmoqda.

Hozirda tahsil olayotgan ko'pgina o'quvchi va talabalar odatda uch tilni o'rganmoqdalar. Ushbu tillar ta'lim nazariyasida maxsus nomlar bilan yuritiladi: ona tili, ikkinchi xorijiy til va xorijiy til. Ona tili tafakkur shakllanishida alohida xizmat o'taydigan birinchi tildir. Ona tili so'zlari zamirida o'zlashtirilgan tushunchalar ikkinchi yoki xorijiy

tilni o'rganish chog'ida o'zga til so'zlarining tovush va yozuvdagi timsolida gavdalanadi. Ona tili, ikkinchi xorijiy til va xorijiy tilda o'rganiladigan so'z (masalan: non-das Brot-bread) miqdoran uchta, lekin ular ifodasida shakllanuvchi tushuncha esa yagona: "Un mahsulotlaridan xamir qorib tandir yoki pechda pishiriladigan yegulikdir".[39] O'z tilida shakllangan tushunchalarni o'quvchi, talabalar endi o'rganilayotgan o'zga til so'zlari bilan fikran bog'laydi.

Ikkinchi til haqida so'z yuritilganda, unga boshqa millat vakillaridan iborat qardoshlar, qo'shnilar tili sifatida qaraladi. Ma'lumki, til kishilik jamiyatida birbirlarini yaqindan bilishlari, hurmat e'zozlashlari, do'stlashishlarida tengi yo'q omil, bebaho vositadir. O'rta va oliy o'quv yurtlarida boshqa tillarda ta'lim oluvchilar uchun ikkinchi til tushunchasi begona emas. Xorijiy til - bu biror bir xorijiy mamlakat tilidir. Respublikamizda G'arbiy Yevropa (ingliz, nemis, fransuz, ispan) tillari va Sharq mamlakatlari (arab, turk, xitoy, urdu, yapon, fors) tillari o'qitilmoqda va ular ta'lim rejasining o'quv rejalaridan o'rin olgan. Uchala tilni o'qitish jarayoni turlicha kechadi: birinchidan, ona tilida tafakkur shakllanadi, o'zga tillarni o'rganish ulardagi fonetika, leksika va grammatikaga xos xususiyatlarni his etish bilan bog'liqdir; ikkinchidan, o'rganish tartibi ona tilidan boshlanib, undan keyin ikkinchi til va keyin xorijiy tilga o'tiladi; uchinchidan, ona tili va ikkinchi til tabiiy vaziyatda, chet til esa sun'iy muhitda o'rganiladi. Qayd etilgan muhokamadan ayonki, uchala til orasida xorijiy tilni o'rgatish - o'rganish muayyan jihatlari bilan keskin farqlanadi. Bu esa, o'z navbatida, tegishli chet tilini o'qitish texnologiyasini qo'llashni taqozo etadi.

Chet tili o'qitish metodlari to'rt nom bilan ma'lum va mashhurdir. Bular tarjima, to'g'ri, aralash va qiyosiy metodlardir. *Tarjima metodi.* Asosan ular ikki ko'rinishda bo'lib, grammatika-tarjima va matn-tarjima metodlaridir.

Grammatika-tarjima metodi nuqtayi nazaridan, chet tili umumta'limiy maqsadda o'rganilgan. Grammatik mashqlar til o'rganuvchining mantiqiy tafakkurini o'stirish maqsadida bajarilgan. Ushbu metod bo'yicha chet tilini o'qitish mazmunida sistemali grammatik nazariya asosiy o'rinni egallagan.

Metodning asosiy funksiyalari quyidagilar:

1. Til o'rgatish yozma nutqqa asoslangan.

2. O'rganish predmeti qilib grammatika olingan, leksika ham unga tobe ravishda

tanlangan. Grammatik mashqlar bajarish asosiy ish usuli bo'lgan.

3. Grammatik qoida yod olingan va qoidalar asosida gaplar tuzish tavsiya

qilingan.

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[39] Raxmanov I.V. XIX-XX asrlarda chet tillarini o'qitish metodikasining asosiy yo'nalishlari. - M., 1972 yil. 7-13 bet

4. Grammatik shakl va so'zlarning ma'nosi so'zma-so'z tarjima vositasida ochib berilgan.

5. So'zma-so'z tarjima va yodlash yo'li bilan til materiali o'zlashtirilgan.

6. So'zlarni kontekstdan tashqarida, yakka-yakka yodlash bilan chegaralangan.

Matn-tarjima metodining maqsadi ham umumiy ta'lim berishga qaratilgan, lekin e'tibor grammatika-tarjima metodidagidek mantiqiy tafakkurni o'stirish emas, balki til o'rganuvchining umuman aqliy rivojiga qaratilgan.

Matn-tarjima metodining funksiyalari quyidagilar:

1. Yozma nutq asosida chet til o'qitilgan.

2. Bog'lanma va ko'pincha asl nusxadagi matn olingan.

3. Matnni o'rganishda analiz qilishga ko'p kuch va vaqt sarflangan.

4. So'z va grammatik shakl ma'nosini ochish usuli-tarjima.

5. Til materiali tarjima va yod olish orqali o'rganilgan

Tarjimasiz metod. Bu metodni ikki guruhga ajraladi: tabiiy to'gri metodlar.

Tabiiy metodning asosiy funksiyasidan biri, chet tilini o'rganish ona tilini egallash sharoitiga mos bo'lishi kerak. Metodning bosh maqsadi chet tilida gapirishni o'rgatish va kundalik hayotiy mavzularda gapirishni o'rganish orqali o'qish va yozishni o'rganib olishga imkoniyat yaratiladi. Bu metodning asosiy funksiyalaridan eng muhimi - til muhitini yaratishdir. Shu asnoda metod namoyondalarining ijodiy faoliyati bunga misol bo'la oladi.

M.Berlis metodi. M.Berlis- Amerika Qo'shma Shtatlarida 1878-yilda chet tilli o'qitish kurslari tashkil etgan va darsliklar tuzgan chet tilli o'qitish metodikasi tarixida atoqli metodist olim. M.Berlis sistemasining asosiy metodik mulohazalarini uning darsliklari muqadimasidan o'qib olish mumkin:

1. Til materialini idrok etish immanent tarzda, tarjimasiz bo'lishi kerak. So'z bilan narsa fikran bevosita bog'lanishi, ona tili so'zlari bilan aloqa o'rnatilmasligi hamda Grammatik tushunchalarni kontekistda, ong ishtirokisiz ona tili bilan qiyoslamasdan idrok etish.

2. Muallimga taqlid qilish orqali til materialini mustahkamlash.

3. Chet tili o'rganishda ona tili ishtirok etmasligi.

4. Til hodisalarining ko'rgazmalik yordamida ma'nosini ochish.

5. Yangi materialni avvalo og'zaki taqdim etish.

6. O'quvchilarni nutq faolyatiga undovchi muallim va o'quvchi juft nutqi (suhbati) boshqalaridan maqul ish uslubidir.

F.Guen metodi. Tabiiy metod vakillaridan fransuz metodisti Guen chet tilini ona tilini o'rgangandek amaliyotda o'rganish tarafdori bo'lgan. U metodikada birinchi bolib leksikaning mavzular (uydagi hayot, maktab jamiyat, tabiat) bo'yicha tasnifini kashf etgan.

Chet tilini o'rganishda quyidagi qonun-qoidani taklif qilgan:

1. Odam o'z ehtiyojidan kelib chiqib til o'rganadi.

2. O'rgatish birligi qilib so'z emas, gap tanlanadi.

3. Til o'gatishda og'zaki nutq birlamchi hisoblanadi.

F.Guen, M.Berlisga o'xshab, ko'rgazmalilik, ona tiliga tayanmaslik, garamatikaning leksikaga tobeligi kabi shartlarni qo'llaydi. F.Guen o'z sistemasida chet tili lug'at boyligini uchta katta toifaga ajratadi:

obektiv, subektiv va ifodali tushunchalarni bildiruvchi so'zlar. Birinchi guruhga obektiv dunyoga oid tushunchalar. Masalan: hayot, jamiyat, tabiatga tegishli.

Ikkinchisida inson ruhiga taaluqli tushunchalarni ifodalovchi so'zlar: tushunmoq, hohlamoq.Uchinchi toifada birinchi va ikkinchilarni birlashtiruvchi tushunchalar: chiroy, do'stlik va h.k.

Aralash metodlar. Chet tillarni o'qitish islohoti davom etar ekan, ommaviy maktablarda tajribasiz (Tabiiy va to'g'ri) metodlar kutilgan natijani bermaganligi sezilib qoldi. Oldingi qo'llangan yo'l-yo'riqlardan omuxta ya'ni gibrid qilib dars o'tish vujudga keldi.

Chet tili o'rganishning yoshlar hayotida tutgan o'rni

Gap shundaki hozirgi kunda aksariyat xorijiy tillarni o'rganuvchi yoshlar mazkur tilni o'rganish orqali bir tomonlama natijaga erishishni ko'zlashadi, ya'ni ular yangi xorijiy til o'rganish orqali faqat kirish testlarida yaxshi natijaga erishish, o'zlari o'rganayotgan til bo'yicha til bilish sertifikatini qo'lga kiritish yoki mazkur tilde shunchaki so'zlashuv ko'nikmasini shakllantirishni maqsad qilishadi. Bu esa o'rganilayotgan tilga yuzaki munosabatni shaklanishiga sabab bo'ladi. O'z o'rnida o'rganilayotgan tilga nisbatan bunday yuzaki munosabat ularning mazkur tilni, undagi o'ziga xos ibora va murakkabliklarni to'liq anglab yetishlariga xalaqit beradi va oqibatda ular ushbu tilni o'rganishdan o'zlari kutganday muvaffaqiyatga erisha olishmaydi. Bu ularning xorijiy tillarni o'rganishga bo'lgan ishtiyoqlariga salbiy ta'sir ko'rsatadi va ular «bu mening ona tilim emas, bu tilni to'liq bilishim shart emas» degan xulosaga kelishadi. Aslida esa til o'rganish jarayoniga nisbatan bunday qarash mutlaqo xato. Xorijiy tillarni o'rganish va o'rganilayotgan tilda ravon gapira olish ushbu tilni o'rganishga jiddiy kirishishni talab

etadi. Til o'rganishga yuzaki emas balki jiddiy yondashishgina ushbu tilni, undagi murakkabliklarni to'liq tushunishga va kelajakda ushbu tilda qiyinchiliklarsiz muloqot qilishga yo'l ochadi.

Xorijiy tillarni yangi o'rganuvchilarga bog'liq muammoli vaziyatlardan biri bu xorijiy tillarni o'rganishga mo'ljallangan o'quv dasturlarining haddan ortiq ko'pligi va yoshlarning odatda o'qitish dasturlarining o'ziga mosini tanlash va keyinchalik o'qitish dasturlariga ko'nikib ketolmaslikdir. Ba'zida xorijiy tillarni o'rganishda qaysi usul samaraliroq? o'qituvchi bilan yuzma-yuz holda alohida o'rganish yoki guruhlarga birikkan holda? degan savol til o'rganishga endi kirishgan yoshlar oldida paydo bo'ladi. Kuzatishlar shuni ko'rsatadiki xorijiy tillarni o'rganishga qaratilgan yuqoridagi ikki usul ham o'ziga xos ustunlik va kamchiliklarga ega. Misol uchun xorijiy tillarni guruhlarga birikkan holda o'rganish orqali xorijiy tilda gapirish ko'nikmasining tez shakllanishiga, darsda o'tilgan ma'lumotlarni o'zaro savoljavoblar orqali yanada mustahkamlab olishiga erishish mumkin. Biroq xorijiy tillarni guruhlarda o'rganish davomida ajratilgan vaqtning ba'zida barcha o'quvchilar bilan ham ishlashga yetmasligi, dars yuzasidan berilgan axborotlarning barchaga birday tushunarli bo'lmasligi kabi muammolarga duch kelishi ham mumkin. Xorijiy tillarni o'qituvchi bilan yakka holda o'rganish jarayonida esa o'rganuvchi til yuzasidan o'zida paydo bo'layotgan barcha savollarga javob olish imkoniyatiga ega bo'lishi, mavzuning nisbatan tushunarli bo'lishi va dars jarayonida ortiqcha narsalarga chalg'imasligi kabi qulayliklarga ega bo'ladi. Lekin til o'rganishning bu ushbu tilda gaplashish ko'nikmasining rivojlashiga to'sqinlik qiladi. Bu muammo borasida Toni Robins «Eng yaxshi usul va qoidalar ham movaffaqiyatning atiga 20 foizini tashkil etadi, qolgan 80 foizi inson psixologiyasiga bog'liqdir» deb takidlaydi. Shuni unutmaslik kerakki muvaffaqiyatning asosiy garovi bu tinimsiz mehnat va harakatdir.

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CHET TILI TALAFFUZINI O'RGATISH METODIKASINING LINGVOKOGNITIV NATIJALARI

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Annotation. The purpose of the article is linguocognitive methodology, aimed at increasing students' thinking and understanding in the process of language learning. This methodology helps students to identify their reading style, strengthen their pronunciation and correct their future language mistakes.

Аннотация Цель статьи – лингвокогнитивная методика, направленная на повышение мышления и понимания учащихся в процессе изучения языка. Эта методика помогает учащимся определить свой стиль чтения, улучшить произношение и исправить будущие языковые ошибки.

Annotatsiya Maqolaning maqsadi lingvokognitiv metodika, o'quvchilarning tilni o'rganish jarayonida ularning o'zlarining fikrlash usullarini va tushunishlarini oshirishga qaratilgan. Ushbu metodika o'quvchilarga o'zlarining o'qlash usullarini aniqlash, talaffuzni mustahkamlash va kelgusi til bilan bog'liq xatolarini tuzatishga yordam beradi.

Key words: cognitive, phonetic, lexical, grammatical, thinking, imitation, communication, intonation.

Kalit so'zlar: kognitiv, fonetik, leksik, grammatik, tafakkur, taqlid, muloqot, intonatsiya.

Ключевые слова: когнитивное, фонетическое, лексическое, грамматическое, мышление, подражание, общение, интонация.

Bolalar nutqining tovush madaniyati hatto boshlang'ich maktabda ham shakllana boshlaydi, bu erda 1-4-sinflarda o'quvchilar tovushlar haqida ilk tasavvurlarni oladilar. 5-sinfda ularga o'z nutqini ham, boshqa odamlarning nutqini ham to'g'ri ovozli tahlil qilish o'rgatiladi. Fonetikani o'rganish tilning tovush tizimini o'rganishni o'z ichiga oladi. Bundan tashqari, o'quvchilar ko'pchilik undosh tovushlarning (ovozli va kar, yumshoq va qattiq) juftligini bilishlari kerak. Ular unlilar va undoshlar turli rollarga ega ekanligini, ular bir xil emasligini tushunishlari kerak. Demak, masalan, undosh tovushlar unlilardan farqli ravishda signalni farqlovchi vazifani bajaradi, shuning uchun ham tilda unlilardan ko'ra

ularning soni ko'p. Unli tovushlar, o'z navbatida, nutqimizni ohangdor, ravon qiladi. Talaffuz so'zlovchining o'ziga xos belgisidir, muloqotda o'zaro tushunish ko'p jihatdan talaffuzga bog'liq. Bugungi kunda chet tilini talaffuz qilishni o'rgatish muammosi ayniqsa dolzarbdir. Bolalarni ingliz tilida so'zlashuvchilari kabi tovushlarni talaffuz qilishni o'rgatish qiyin vazifadir.[40] Kichik maktab yoshi chet tillarini o'rganish uchun eng qulay hisoblanadi, chunki bu yoshda bolalar hali ham taqlid qilishga moyil, ammo tafakkuri bilan aralashib ketgan, ya'ni ongli taqlid.

Maktab o'quvchilariga chet tilini o'rgatishning yakuniy maqsadi o'rganilayotgan chet tilida muloqot qilish qobiliyatidir. Agar so'zlovchi tilning fonetik me'yorlarini buzsa, tinglovchiga uning nutqini tushunish qiyin. Aksincha, nutq faoliyatining barcha turlarini rivojlantirish uchun asos bo'lgan eshitish va talaffuz qobiliyatiga ega bo'lmaganlar fonetik jihatdan to'g'ri nutqni idrok etmaydi. Shu sababli, maktab o'quv dasturi maktab o'quvchilarining fonetik ko'nikmalarini ta'limning dastlabki bosqichida shakllantirishni nazarda tutadi. Lekin maktabda fonetika tilning mustaqil jihati sifatida o'rganilmaydi, o'quvchilar talaffuz malakalarini egallashlari kerak, bu esa og'zaki nutq va o'qishni o'rgatish jarayonida amalga oshiriladi.[41]

Maktabda o'quvchilar tomonidan mukammal talaffuzga erishish qiyin, shuning uchun unga qo'yiladigan talablar to'g'ri talaffuzga yaqinlashish - yaqinlashish g'oyasi asosida aniqlanadi. Buning uchun, birinchidan, kichik yoshdagi o'quvchilar o'zlashtirishlari kerak bo'lgan fonetik material hajmi cheklangan bo'lsa, ikkinchidan, alohida tovushlarning talaffuz sifatining biroz pasayishiga yo'l qo'yiladi. Biroq, ikkalasi ham og'zaki muloqot jarayonini buzmaydigan chegaralar ichida sodir bo'ladi. Kichik yoshdagi o'quvchilarning talaffuziga qo'yiladigan asosiy talablar uning fonemikligi va ravonligidir. Birinchisi, suhbatdosh tomonidan oson tushunish uchun yetarli bo'lgan nutqning fonemik dizaynining to'g'rilik darajasini nazarda tutadi, ikkinchisi - o'quvchilarga normal (o'rta-normal) nutq tezligida gapirishga imkon beruvchi talaffuz qobiliyatlarini avtomatlashtirish - ingliz tili uchun - daqiqada 130 - 150 so'z.

Chet tillarini o'rgatishning amoliy maqsadi maktab o'quvchilarining ikki xil muloqot turini - og'zaki nutq va o'qishni o'zlashtirishni o'z ichiga oladi. Ammo chet tilidagi nutqni tushunish, ingliz tilida gapirish vo o'qishni o'rganish uchun o'rganilayotgon tilning tovush tomonini o'zlashtirish kerak. Bu holatni maktab o'quvchilarida talaffuz ko'nikmalarini shakllantirish bo'yicha maqsadli ish olib borish orqali ta' minlash mumkin. Talaffuz deganda faqat tovushlarning to'g'ri talaffuzi emas, balki nutqning intonatsiyasi va ifodaliligi ham tushuniladi.

[40] John. W. Oller. Issues in language testing research. Rowley, Massachusetts, 1983. - P 388.
[41] BacnjbeB B.A. OoyᴸieHne aHraunckOMy npou3HomeHum в cpegHen mkone -M., 2012. c.215

Maktabda talaffuzni o'rgatishning amaliy mohiyati o'quvchilar tomonidan maxsus tayyorgarlikdan o'tkaziladigan fonetik hodisalarni tanlab olish, nazariy ma'lumotlar hajmini cheklash, boshqa nutqiy malakalarda amaliyotga putur yetkazmagan holda talaffuz amaliyotini oshirishni bildiradi. Talaffuzni o'rgatish umumiy til o'rgatish bilan qo'shilsa samarali bo'ladi. Shuning uchun tilni o'rganishning ma'lum bir bosqichida talaffuzni o'rgatish maqsadlarini aniq tushunish, talaffuz ustida ishlash uchun eng foydali deb hisoblanishi mumkin bo'lgan o'quv kursidagi vaqtni belgilash zarur.

O'quvchilar tomonidan bajariladigan lug'at va grammatika mashqlari nutq xarakterida va nutqqa yaqin bo'lishi kerak. Nutq mashqini bajarish asosiy e'tiborni lingvistik vositalarga emas, balki nutqning semantik mazmuniga qaratishni talab qiladi. Shuning uchun, o'quvchilarga mavzu bo'yicha xabar berganda yoki dialogda qatnashganda har qanday "zaif" tovushning artikulyatsiyasi haqida o'ylashni taklif qilish behuda; nutq vazifasini bajarish paytida talaffuzni kuzatish zarurligi haqidagi ko'rsatmalar faqat bolani imkonsiz vazifa oldiga qo'yishi mumkin.

Fonetika o'rgatish asosan ikki bosqichdan iborat bo'lib, ularda talaffuz ko'nikmalari mos ravishda shakllanadi va takomillashtiriladi. Barcha mashqlarni ikkita katta, bir-biriga yaqin guruhga bo'lish mumkin. Treningning eng boshida tinglash mashqlari qo'llaniladi. Ular fonetik eshitishni rivojlantirishga qaratilgan. Ushbu mashqlarning materiali tovushlar, bo'g'inlar, so'zlar, iboralar, jumlalar bo'lishi mumkin. Vazifalar vizual yordam bilan ham, ularsiz ham bajarilishi mumkin. O'quvchilarning talaffuzini o'rnatish va takomillashtirish uchun samarali til twisters, qofiyalar, she'rlar o'rganish ko'rib chiqilishi mumkin.

Talaffuz ustida ishlash o'qituvchi tomonidan aytilgan matnni tinglashdan maktab o'quvchilari tomonidan yaratilgan matngacha davom etadi.

Shuningdek, dastlabki bosqichda talaffuz ko'nikmalarini shakllantirishning asosiy usuli bo'lgan va fonetik materialni unutib qo'ymaslik uchun maxsus talaffuzni o'rgatuvchi mashq bo'lgan fonetik mashqlarni bajarish kabi usuldan foydalanish o'ziga xosdir.

Fonetik mashq materiali, qoida tariqasida, bosqichma-bosqich kiritiladi: kichikroq talaffuz birliklaridan kattaroqlarga. Fonetik mashqning mazmuni juda xilma-xil bo'lishi mumkin: xatolarni aniqlash uchun tinglash; tovushlarni farqlash; so'zlarni quloq orqali tanib olish, ularni yodlash va keyinchalik takrorlash va boshqalar; takrorlashni pauza qilish; diktor, o'qituvchi, do'stdan keyin sinxron takrorlash; so'zlarni, jumlalarni, mikromatnlarni, dialoglarni, she'rlarni, tillarni o'qish; gapning fonetik jihatdan murakkab bo'laklarini, torli so'zli iboralarni boshidan yoki oxiridan o'qish; intonatsiya orqali biror narsaga munosabatni aniqlash; passiv fonetik minimumni o'rgatish maqsadida dialektlarni tan olish; nutq vazifasiga qarab bir xil iborani turli intonatsiya bilan talaffuz qilish; til buramalarining talaffuzi; she'rlarni o'qish, qo'shiqlarni o'rganish; so'z o'yinlari va boshqalar.

Kichik yoshdagi o'quvchilarni ingliz tilida yaxshi talaffuz qilishni o'rgatish uchun birinchi darslardan boshlab va boshlang'ich kurs davomida talaffuz doimo o'qituvchining diqqat markazida bo'lishini ta'minlashga harakat qilish kerak. Talaffuz ustida ishlash fonetik material bilan tanishishdan boshlanadi. Fonetik ko'nikmalarni shakllantirish og'zaki nutq va o'qishda kommunikativ qobiliyatlarni rivojlantirish bilan bog'liq. Shuning uchun tovushlar va intonatsiya naqshlarini kiritish ketma-ketligi nutq namunalari va ularning leksik va grammatik mazmuni bilan belgilanadi.

Fonetik material bilan tanishtirish texnikasi ham o'quvchilarning yosh xususiyatlariga bog'liq bo'ladi. Boshlang'ich maktabda tovushlarni kiritish uchun taqlid texnikasi, ertak va tasvirlar ko'pincha qo'llaniladi, assotsiatsiya usullari kamroq qo'llaniladi, masalan, ingliz tilini o'rgatishda, [z] tovushini kiritishda, chivinlar qanday shovqin va hokazolarni eslab qolish tavsiya etiladi. Birinchi bosqich - bu so'z yoki iborada tovushning taqdimotini tinglash. Ikkinchi bosqich - o'qituvchi tomonidan tovushni to'g'ri talaffuz qilish usulini ko'rsatish va tushuntirish. Masalan, [p], [b] tovushlarini talaffuz qilish uchun siz o'quvchini lablarini yopishga taklif qilishingiz mumkin, so'ngra birinchi navbatda ovozni ishlatmasdan, lablarini keskin ochib, nafas chiqarishni taklif qilishingiz va keyin uni bog'lashingiz mumkin. Uchinchi bosqich - o'qituvchi yoki ma'ruzachidan keyin tovushni boshqa tovush bilan birgalikda takrorlash (vaqt oz bo'lsa, bu bosqichni o'tkazib yuborish mumkin), so'ngra so'z, ibora, iborada. To'rtinchi bosqich - transkripsiya tovush belgisi bilan tanishish. Uning tasviri bilan karta yasash.

Bu bosqich muhim ahamiyatga ega, chunki u o'rganilayotgan tovush va uning transkripsiya belgisi o'rtasidagi aloqani o'quvchi xotirasida mustahkamlashga yordam beradi. Beshinchi bosqich - berilgan tovushli so'zni, berilgan tovushli iboralarni (diktor, o'qituvchi, xor va yakka tartibda) o'qish. Oxirgi bosqich tovush talaffuzini boshqarish elementlarini taqdim etadi.

Shuning uchun talaffuz ustida ishlash nutq vazifalarini bajarishdan oldin amalga oshirilishi kerak. Yuqorida aytilganlarning barchasi talaffuzni o'rganish uchun o'rganishning dastlabki bosqichi eng foydali ekanligini ko'rsatadi.

Bu bosqichda barcha tovushlarning artikulyatsiyasi qat'iy ishlab chiqilishi kerak, shunda kelajakda alohida tovushlarning talaffuzi sinfdagi frontal ishning predmeti bo'lmaydi, faqat individual talabga ega bo'lgan o'quvchi uchun individual vazifa bo'ladi.

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THE IMPORTANCE OF INCORPORATING COLLABORATIVE TASKS AND FEEDBACK MECHANISMS IN LANGUAGE INSTRUCTION

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Abstract

This article examines the significant role individualized instruction plays in fostering the intellectual development of students in foreign language classrooms. It argues that by acknowledging and catering to the unique learning styles, paces, and needs of individual students, educators can optimize language acquisition and simultaneously promote higher-order thinking skills. The article explores various strategies for implementing individualized instruction, including differentiated instruction, personalized learning paths, and the use of technology, while emphasizing the importance of learner autonomy and teacher-student collaboration. Ultimately, it advocates for a shift from a one-size-fits-all approach to a more personalized learning experience, leading to greater intellectual growth and overall success in foreign language education.

Key words: Individualized instruction, learner autonomy, intellectual development, foreign language classes.

Introduction

The article highlights the importance of incorporating collaborative tasks and feedback mechanisms in language instruction for teachers. By implementing activities that

encourage peer interaction and providing constructive feedback, educators can boost students' engagement, confidence, and language development. Recognizing the significance of these strategies in creating a supportive and interactive learning atmosphere, teachers can adjust their teaching approaches to align with the principles outlined in the individualized instruction. Furthermore, understanding the positive results associated with these methods can empower educators to advocate for their inclusion in language curricula, leading to more effective and student-centered language teaching. Students have varying abilities when it comes to learning a foreign language, with some finding it easier than others. An "individual approach" in teaching involves tailoring the education content to meet the specific needs of different groups of students.

Discussion

Individualized instruction goes beyond activities. It is about understanding how students learn best. Kinesthetic learners might benefit from incorporating movement, while auditory learners might flourish with audio resources. Regular formative assessments become vital tools. These casual learning assessments provide valuable insights for teachers, highlighting areas where students flourish and where they may require additional assistance. This individualized approach empowers students to become active agents in their own learning, fostering a sense of ownership over their intellectual progress. As they grapple with the intricacies of a new language, they concurrently develop critical thinking, problem-solving skills, and the confidence to embrace new challenges. In essence, individualized instruction transforms language learning from rote memorization into an engaging journey of exploration, empowering students to become not just fluent speakers, but intellectually curious and engaged individuals. The intellectual benefits of individualized instruction in foreign language learning are multifaceted. By accommodating individual learning needs, educators can foster an environment where students are more likely to achieve their full intellectual potential. Furthermore, the skills acquired through personalized language learning extend beyond linguistic competence, contributing to overall cognitive development. Some individuals learn visually, while others need interaction with the subject matter. Cognitivism suggests that teachers who understand their students' learning styles can create lessons to help all students succeed. Students who know how they learn can develop study techniques that align with their preferences. In modern pedagogy, various approaches are used to create individually tailored tasks and exercises in foreign language teaching. Teachers must adjust exercises based on students' language proficiency levels and psychological characteristics. It is crucial to address gaps in students' speech competence promptly. Individual exercises should consider students' personalities, interests, needs, and attitudes towards learning a foreign language. The system of multilevel individual tasks includes auxiliary, corrective, and improving exercises, covering language material and speech activities like speaking, listening, writing, and reading (Laura Naka,2018). The teacher's awareness of students'

personality variables is crucial for task objective presentation and selecting appropriate teaching aids. Informative aids include text fragments, articles, tables, pictures while prompting aids consist of slogans, diagrams. Understanding students' aptitudes allows teachers to provide verbal and visual supports tailored to individual speaking abilities. Various supports aid students in effectively completing tasks. Teachers must consider students' learning strategies when providing instructions, reminders, and checklists for task performance. Regular use of instructions and prompts enhances students' ability to follow directions and assists less able students in participating with the class. Prior to creating personalized resources, teachers should create student profiles and analyze aptitudes, learning strategies, and personality variables. Identifying potential difficulties in speaking tasks and determining the most effective teaching aids are essential steps in promoting communicative motivation (Olga Stognieva,2015)

Conclusion

In conclusion, individualized instruction represents a transformative approach in language education, shifting the focus from a one-size-fits-all methodology to a more personalized and student-centered framework. By incorporating collaborative tasks and robust feedback mechanisms, educators can significantly enhance student engagement, confidence, and language proficiency. This approach not only addresses the diverse learning styles and needs of students but also fosters critical thinking, problem-solving skills, and learner autonomy.

The benefits of individualized instruction extend beyond mere linguistic competence, contributing to the holistic development of students as intellectually curious and engaged individuals. As educators recognize and accommodate the unique characteristics and aptitudes of each learner, they create an optimal learning environment where students are empowered to achieve their full potential. By advocating for the integration of these strategies into language curricula, educators can ensure that language learning becomes an enriching and effective journey, preparing students to navigate and succeed in an increasingly interconnected and complex world.

Ultimately, the shift towards individualized instruction is not just a pedagogical trend but a fundamental reimagining of how we can best support and nurture the intellectual growth of our students. By embracing this approach, we can unlock the full potential of each learner, fostering a generation of confident, capable, and critically-minded individuals ready to face the challenges of the future.

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INTEGRATING LANGUAGE AND CULTURE TEACHING.

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Abstract

The field of language education is increasingly highlighting the importance of developing intercultural skills in language instruction, a trend reflected in curriculum guidelines globally. This shift has presented challenges for language teachers, as some view language and culture as distinct realms of education and perceive the emphasis on intercultural aspects as a departure from language teaching. Conversely, others view language and culture as inherently interconnected, viewing the focus on intercultural aspects as a means to realign language instruction to acknowledge this integration. This article examines the ways how to integrate language and culture teaching practices.

Key words. Curriculum, culture, integrate, practice, misunderstanding, linguistic background, linguistic awareness.

Аннотация

В области языкового образования все чаще подчеркивается важность развития межкультурных навыков при преподавании языка, и эта тенденция отражена в руководствах по учебным программам во всем мире. Этот сдвиг создал проблемы для учителей языка, поскольку некоторые рассматривают язык и культуру как отдельные области образования и воспринимают акцент на межкультурных аспектах как отход от преподавания языка. И наоборот, другие считают, что язык и культура по своей сути взаимосвязаны, рассматривая акцент на межкультурных аспектах как средство перестройки языкового обучения с целью признания этой интеграции. В данной статье рассматриваются способы интеграции практики преподавания языка и культуры.

Ключевые слова. Учебный план, культура, интеграция, практика, непонимание, лингвистический фон, языковая осведомленность

Annotatsiya

Til o'qitish sohasi til o'rgatishda madaniyatlararo ko'nikmalarni rivojlantirish muhimligini tobora ko'proq ta'kidlamoqda, bu tendentsiya global miqyosdagi o'quv dasturlari ko'rsatmalarida aks ettirilgan. Ushbu global talab til o'qituvchilari uchun qiyinchiliklar tug'dirdi, chunki ba'zilar til va madaniyatni ta'limning alohida sohalari deb bilishadi va madaniyatlararo jihatlarga e'tiborni til o'qitishdan voz kechish deb bilishadi. Aksincha, boshqalar til va madaniyatni bir-biri bilan uzviy bog'liq deb hisoblaydilar va madaniyatlararo jihatlarga e'tiborni ushbu integratsiyani tan olish uchun til o'qitishni qayta tiklash vositasi sifatida ko'rishadi. Ushbu maqola til va madaniyatni o'rgatish amaliyotlarini qanday qilib birlashtirish yo'llarini ko'rib chiqadi.

Kalit so'zlar. O'quv rejasi, madaniyat, integratsiya, amaliyot, noto'g'ri tushunish, lingvistik fon, lingvistik xabardorlik.

Introduction

Using a second language as Liddicoat [6:4-11] claims, involves intercultural communication, where individuals express ideas within a linguistic system embedded in a specific cultural setting. Language learners must understand and adapt to the cultural contexts that shape communication and interpretation while using their second language.

According to Crozet [4:2-20] the primary objective of language instruction is to achieve proficiency in communicating in a different language. Effective communication goes beyond just understanding grammar and vocabulary; it also involves grasping the cultural nuances associated with the language. Learning a new language, whether in a classroom setting or elsewhere, typically involves developing cultural competence. According to Byram [1:20] and Kramsch [5:15], this element is essential when acquiring a foreign, second, or additional language. Byram [2:911] observed that many language teachers aim to expand students' perspectives by incorporating cultural aspects into their teaching. However, the specifics of what and how culture should be taught remain ambiguous due to its broad and multifaceted nature. Despite the long-standing recognition of culture's significance in language education, there has been a tendency to prioritize

teaching methods and assessment in other areas of language learning over cultural competence [3:915].

A language learner who has only mastered the grammar and vocabulary of a language lacks the necessary tools to effectively communicate in that language. When individuals start using a different language to convey messages, they not only start utilizing language functions but also operate within a cultural framework. Therefore, learners need to possess cultural understanding just as much as they need to have a grasp of grammar and vocabulary. Native speakers may overlook grammar or vocabulary errors, but cultural misunderstandings can lead to significant communication and social relationship issues. This is mainly because individuals are often less conscious of the cultural norms for interaction compared to other language aspects.

Method and instrument

An intercultural approach to teaching and learning languages consistently emphasizes the essential integration of language, culture, and learning. This implies that when creating a strategy for intercultural teaching and learning, it is crucial to acknowledge the classroom as a cultural environment where teachers and students are influenced by their linguistic and cultural backgrounds. Each person in the class expresses their beliefs and assumptions about key aspects of education, such as the nature of learning, the definition of knowledge, and how knowledge should be utilized. Therefore, a key initial step in developing an intercultural teaching approach is for teachers to acknowledge the cultural influences on their perspectives on education. This recognition enables teachers to comprehend the reasons and foundational principles behind their teaching practices and how they navigate between different cultural norms in their teaching. [1,2,4,6]

Another crucial aspect of intercultural language teaching is acknowledging the presence of two languages in the classroom at all times: the target language and the students' first language(s). As Kramsh [5:15-32] mentions each language shapes the world in unique ways and contains inherent perceptions of reality.

Language education, particularly communicative language teaching, has often tried to conceal the fact that classrooms are multilingual by creating an illusion of a monolingual environment focused solely on the target language, while minimizing the use of students' first languages. In such teaching approaches, students' existing language skills are viewed as obstacles to acquiring the new language, leading to restrictions on their use. However, in reality, multilingual individuals cannot separate their complete language knowledge during interactions. Their entire linguistic repertoire is always present and influences how they perceive events. The monolingual nature of many language classrooms is either a fabrication or a disregard for the diverse identities and cultural backgrounds of both teachers and students.

Liddicoat, Papademetre, Scarino and Kohler [6:4-11] propose a set of principles which provide a starting point for developing intercultural language learning. They are as follows:

1.	Active construction:	Learning involves purposeful, active, engagement in interpreting and creating meaning in interaction with others, and continuously reflecting on one's self and others in communication and meaning-making in variable contexts. For students, it is more than a process of absorption of facts but continuously developing as thinking, feeling, changing intercultural beings.
2.	Making connections:	Learning is developed firstly through social interactions, that is, *inter*personally and then internally within the mind of the individual, that is *intra*personally. In the interpersonal process previous knowledge is challenged and it is the challenge to initial conceptions that creates new insights through which students connect, re-organise, elaborate, extend their understanding. In this process constant connections are made between: • language and culture and learning • existing conceptions – new understandings • language and thinking • first language – additional language(s) • previous experiences – new experiences.
3.	Interaction:	Learning and communication are social and interactive; interacting and communicating interculturally means continuously developing one's own understanding of the relationship between one's own framework of language and culture and that of others. In interaction participants engage in a continuous dialogue in negotiating meaning across variable perspectives held by diverse participants, and continuously learn from and build upon the experience.
4.	Reflection:	Learning involves becoming aware of how we think, know and learning about language (first and additional), culture, knowing, understanding and their relationship as well as concepts such as diversity, identity, experiences and one's own intercultural thoughts and feelings.
5.	Responsibility:	Learning depends on learner's attitudes, dispositions and values, developed over time; specifically in communication it involves accepting responsibility for one's way of interacting with others within and across languages and for striving continuously to better understand self and others in the ongoing development of intercultural sensitivity.

Conclusion

The language education field has consistently emphasized the importance of languages in fostering intercultural understanding. However, when language instruction solely focuses on mastering the language itself, students have limited opportunities to cultivate such understanding. Additionally, providing isolated bits of information about the target language's culture does not allow for deep cultural learning. Intercultural approaches to language education prioritize the development of cultural understanding and the

utilization of cultural knowledge to enhance communication, alongside building language proficiency and linguistic awareness. In an intercultural approach, learners are urged to observe, compare, and contemplate language and culture, as well as to enhance their comprehension of both their own culture and others'. This article aims to outline some key principles that educators employ to implement an intercultural approach in their classrooms, enriching their students' encounters with language and culture.

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STEAM TA'LIM TEXNOLOGIYASI ASOSIDA O'QUVCHILARNING INGLIZ TILIDA O'QISH KOMPETENSIYASINI RIVOJLANTIRISHDA NUTQIY MASHQLARNING O'RNIGA DOIR

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Annotatsiya

Mazkur maqolada bugungi kunda dunyo ta'lim tizimida muhim o'rin egallashga ulgurgan STEAM ta'lim texnologiyasi hamda mazkur ta'limiy yondashuvdan ingliz tili darslarida foydalanish haqida so'z bo'radi. Shuningdek, maqolada yuqori sinf ingliz tili darslarida STEAM sohalariga oid matnlar bilan ishlashning uch bosqichi, ushbu bosqichlardagi aynan nutqiy mashqlarning ahamiyati yoritib beriladi.

Kalit so'zlar: STEAM, pre-reading, while-reading, post-reading, aqliy hujum metodi, kluster metodi.

Abstract

This article aims to reveal information about STEAM educational technology which is becoming widely important in today's global educational system as well as the application of this method in English classrooms. Additionally, the article demonstrates information about the usage of three reading stages, especially communicative activities with STEAM related texts in English lessons.

Keywords: STEAM, pre-reading, while-reading, post-reading, brainstorming method, cluster method.

Аннотация

Цель этой статьи — раскрыть информацию об образовательной технологии STEAM, которая становится все более важной в современной глобальной образовательной системе, а также о применении этого метода в классах английского языка. Кроме того, в статье демонстрируется информация об использовании трех этапов чтения, особенно коммуникативной деятельности с текстами, связанными с STEAM, на уроках английского языка.

Ключевые слова: STEAM, предварительное чтение, во время чтения, послечтение, метод мозгового штурма, кластерный метод.

Kirish

Bugungi globallashuv davrida butun jahon bo'ylab ta'lim sohasini rivojlantirish masalasi dolzarb vazifalar sifatida e'tirof etilmoqda.Ta'lim har bir davlatning ma'naviy-madaniy hayoti va ijtimoiy- iqtisodiy taraqqiyotini belgilab beruvchi asos hisoblanadi. Ta'lim paradigmasida har bir o'quvchining individual rivojlanish imkoniyatlari hisobga olinib, zamonaviy o'qitish tizimida yangi ta'lim texnologiyalari,jumladan, STEAM- ta'lim texnologiyasi asosida o'quvchilarda fanlarga oid kompetensiyalarni shakllantirish, ularda mustaqil fikrlash, ijodkorlik, yaratuvchanlik, tashabbuskorlik, muloqotga tezda kirisha olish, tanqidiy fikrlash kabi xususiyatlarni shakllantirishga alohida e'tibor qaratilmoqda. Bu esa o'z navbatida, ta'lim sohasining ajralmas bo'g'ini hisoblanuvchi maktab tizimida fanlarning o'qitilishida STEAM texnologiyasidan unumli foydalanish zaruriyatini taqozo etadi. Xususan, ingliz tili darslarida o'quvchilarning nutqiy kompetensiyasini

rivojlantirishni STEAM ta'lim texnologiyasi asosida shakllantirishning metodik asoslarini takomillashtirish zaruriyatini ham yuzaga keltirmoqda.

O'zbekiston Respublikasi Prezidentining 2019 yil 29 apreldagi PF-5712-son "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi qarorida ta'lim tizimini yanada takomillashtirish maqsadida maktab tizimida bosqichma-bosqich STEAM ta'lim texnologiyasini joriy etish belgilab qo'yilgan. Mazkur qaror ijro sifatida yuqori sinf o'quvchilariga ingliz tili darslarida STEAM ta'limiy yondashuvi asosida o'qish savodxonligini oshirishni tadqiqotimiz maqsadi etib belgiladik.

Adabiyotlar tahlili

Maqolada STEAM ta'lim texnologiyasi ustida tadqiqot olib borgan nazariyotchilardan G.Yakman, G.Siekmann, P.Korbel hamda W.Duggerlarning ilmiy ishlari atroflicha o'rganildi. Shuningdek inglliz tili darslarida matn bilan ishlashning uch bosqichidan foydalanish bo'yicha o'zbek tadqiqotchilaridan G.Hamrayeva, xorijlik olimlardan A.Rice, S.Stempleskiylarning tadqiqot ishlari o'rganib chiqildi va atroflicha tahlilga tortildi.

Natijalar va muhokamalar

Asrimiz boshlarida AQSH milliy ilmiy jamg'armasi(NSF) mamlakatda texnik mutaxassislar taqchilligini bartaraf etishga mo'ljallangan yangi ta'lim yo'nalishini ifodalash maqsadida STEAM (science, technology, engineering, art, mathematics) ta'lim tizimini yaratdi[1]. Bu atama o'tgan o'n yillik ichida keng bahs-munozaralarga sabab bo'lqib kelmoqda. [2]. Shundan so'ng bu ta'lim haqidagi ilk g'oyalar ilmiy nashrlar va ommaviy axborot vositalarida paydo bo'la boshladi. O'shandan beri bu shakldagi ta'limni rivojlantirish AQSH davlat siyosatining muhim strategiyalaridan biriga aylandi. Keyinchalik global texnologik taraqqiyot tufayli butun dunyoga yoyila boshladi. STEAM – yangi ta'lim nazariyasini qo'llab quvvatlovchi fanlar tizimidir:

S-Science –tabiiy fanlar-borliqda mavjud bo'lgan, inson omili qatnashmagan narsa, voqea-hodisalar ilmi; Fizika, Biologiya, Geografiya, Kimyo, Biokimyo,Koinot ilmi, Biotexnologiya singari fanlarni o'z ichiga oladi;

T-Texnologiya fanlari – inson yehtiyojlari va xohish-istaklarini qondirish maqsadida buyumlar yaratish haqidagi fan, jumladan,Yenergetika, Transportlashtirish, Sanoat, Ishlab chiqarish va boshqalar;

E-Engineering-Muhandislik fanlari- tabiiy fanlar, matematikaga asoslanib texnologiyalar yordamida mantiq hamda yaratuvchanlik qobilyatlaridan foydalanish; Kosmik Muhandislik, Qishloq Qurilish Muhandisligi, Kon muhandisligi va boshqalar;

M-Matematika fanlari- raqamlar ustida amallar; Algebra, Geometriya, Ma'lumotlar ilmi, Ehtimollik nazariyasi, Sabab va Oqibat singari bo'limlarga bo'linadi;

A-Art- San'at- jamiyatning rivojlanishi, ta'sirlari hamda o'tmish, bugungi kun va kelajakda uning an'analari va jarayonlarining qanday qabul qilinishini o'rganadi. Ta'lim, Siyosat, Falsafa, Til va Adabiyot, Falsafa va Tarix fanlari San'at fanlar tarmog'iga kiradi.

Bugungi kunda butun dunyo bo'ylab barcha rivojlangan va rivojlanayotgan davlatlar tomonidan STEAM dasturini ta'lim dasturlariga kiritilgan. Buning asosiy sababi esa, STEAM ta'limini boshlang'ich ta'limdan tortib oliy ta'lim tizimigacha tadbiq qilish jamiyatni to'rt turdagi intelekt investisiyalari bilan ta'minlash imkonini beradi:[3]

-STEAM fanlarini o'rgata oladigan ijodkor muallimlar;

-mamlakatning iqtisodiy o'sishi va xalqaro darajadagi muommolarni hal etish uchun zarur bo'lgan texnologik o'zgarishlarni yarata oladigan IT mutaxasislari, muhandislar, olimlar;

- Murakkab texnologik tuzilmalarni yarata oladigan, boshqara oladigan, loyihalashtira oladigan texnik tajribaga ega ish kuchi;

-Atrof-muhitni yaxshilashga bo'lgan chorlovlarga javob beradigan, tushanadigan, tanqidiy fikrlash qobiliyati shakllangan ilm-fan va texnologik savodxonlikka ega fuqarolar.

Bugun talabgorlar AQSH, Xitoy, Buyuk Britaniya, Shveysariya, Germaniya, Singapur, Yaponiya, Koreya va boshqa mamlakatlarda ta'limning bosh bo'g'ini hisoblangan maktabgacha ta'lim muassasasidan boshlab yetakchi universitetlarda STEAM ta'lim olishi mumkin hamda bu masala davlat ta'lim dasturlariga kiritilgan. Chunki mazkur mamlakatlardagi ko'plab universitetlarning asosiy yo'nalishi raqamli texnologiyalar va innovatsiyalarga asoslangan. Ular BigData, sun'iy intellekt, texnologiyani o'rganishdagi yutuqlarni o'quv jarayonida qo'llash, sog'liqni saqlash, bank, sanoat va qishloq xo'jaligi uchun imkon qadar ko'proq yuqori malakali mutaxassislarni tayyorlashga intiladi. Bugun nafaqat texnologiyani tushunadigan, balki turli sohalardagi aniq muammolarni hal qilish uchun bilimini samarali qo'llash ko'nikmasiga ega mutaxassislar mehnat bozorida yetakchi hisoblanadi.

Zamonaviy iqtisod talab etayotgan kadrlarni yetishtirib chiqarish albatta ingliz tilini o'rganishsiz bo'lmaydi. Bugunga kunga kelib ingliz tili *lingua franca* ya'ni dunyo bo'yicha eng ko'p qo'llaniluvchi tilga aylandi. Texnologiya hukmronlik qilayotgan bugungi kunda STEAM maktablariga bo'layotgan talab va ehtiyojlar kun sari ko'paymoqda. Shuningdek, butun dunyo bo'ylab biznes, ta'lim, diplomatiya, axborot kommunikatsiya sohalari bo'yicha xalqaro darajadagi kasb egalarini tayyorlashda ingliz tilida ta'lim beruvchi institutlarga talab ko'paymoqda [4]. Keyingi ikki o'n yilliklar ichida STEAM fanlarini ingliz tilida o'qitish ommalashib bormoqda [5].

Tadqiqotimiz davomida yuqori sinflarda ingliz tili darslarida o'quvchilarning o'qish kompetensiyasini STEAM texnologiyasi asosida rivojlantirishga alohida e'tibor qaratdik.

Chunki inson umri davomida o'zlashtiradigan bilimlarining asosiy qismini o'qish orqali egallaydi.O'qish – insoniyatning shu kungacha erishgan imkoniyatlari ichida eng aql bovar qilmas darajadagi yutug'i bo'lib, bizga ham makon, ham zamon bo'ylab muloqot qilish imkonini beradi. O'qish kishilarning kommunikativ –ijtimoiy faoliyat sohasiga taalluqli bo'lib, unda u yozma shakldagi so'z orqali muomalani ta'minlaydi.O'qishning shaxs tarbiyasidagi o'rni beqiyos bo'lib, u tom ma'noda ma'naviy-ma'rifiy ozuqa olish yo'lidagi nutqiy faoliyat, harakat turidir.

Ingliz tili darslari davomida o'quvchilarga STEAM sohasiga doir matnlarni berib borilib, mazkur matnlar bilan esa interaktiv mashg'ulotlar hamda matn bilan ishlashning uch bosqichli shakli yordamida dars mashg'ulotlarini olib borish, yuqori sinf o'quvchilarining kelajak kasblariga qiziqtirish, ularda zamonaviy qobilyatlarni shakllantirishga sabab bo'ladi.

Tadqiqotimizda yuqori sinflarda o'qishni o'rgatishda matn bilan ishlashning 3 bosqichi ya'ni: 1. Pre-reading-matn oldi o'qish; 2. While reading-matnni o'qish jarayoni; 3. Post-reading –matn o'qilgandan keyingi jarayonlaridan foydalandik. Matnoldi va matndan keyingi bosqichlarda faoliyatning interaktiv shaklidan foydalanish maqsadga muvofiq [6].

Matn bilan ishlashning bu usulining bir qancha afzalliklari bor. Jumladan, matnoldi o'qish mashqlari o'quvchilar berilgan matnni o'qishdan oldin bajarishi kerak bo'lgan mashg'ulot turi hisoblanib, matnni o'qish jarayonini yaxshilashga yordam beradi. Garmer bu mashq turiga "Lead-in" (olib boruvchi) deb nom beradi [7]. Matn oldi mashqlarida o'qituvchi va o'quvchilar kutilayotgan matn topshiriqlariga tayyorlanishadi hamda matn mavzusi bilan tanishishadi. Shuningdek, matnoldi mashqlari bajarish orqali o'quvchilar kutilayotgan matndagi yangi leksik birliklar bilan tanishib olishadi. Bu esa, matnni tushunish jarayonini tezashtiradi. Matnoldi mashqlari asosiy bilimlarni faollashtiradi, o'quvchilarni axborotni idrok etishga tayyorlaydi, diqqatni va fikrlash faolligini oshiradi. O'quvchilarni xayolan o'zlari tasavvur etgan faoliyat, pragmatik matn muhitiga olib kiradi. Ingliz tili darslarida o'quvchilar o'zaro hamkorlik qilish, o'zlarini qulay his etish, erkin fikr almashish malakalarini egallaydi. Bu esa antisipatsiya (oldindan bilish) qobiliyatini rivojlantiradi. Keyingi faoliyatga qulay sharoit yaratish uchun matnoldi bosqichidagi barcha yo'l-yo'riqlar ijobiy bo'lishi kerak, bu o'quv faoliyatining ijobiy muhitni yaratadi. Jamoaviy fikrlash davomida «birga ishlash ko'nikmalari» yuzaga keladi, bu intellektual qiyinchiliklarni yengishga ko'maklashadi [8].

Matnoldi mashqlariga "Brainstorming" – "Aqliy hujum" mashg'uloti misol bo'la oladi. O'qituvchi tomonidan matn mavzusiga aloqador savollar beriladi hamda o'quvchilarning fikrlari o'rganiladi. Bu mashqda o'rganuvchilarning fikri "Cluster" texnologiyasi yordamida doskada jamlab yozib borilishi maqsadga muvofiq. Agar matn "Childhood" bolalik mavzusida bo'lsa, o'qituvchi o'quvchilardan "What do you remember about your childhood?" "Bolalik deganda nima hayolingizga keladi?" qabilidagi savollar

berib, har bir o‘quvchining javobini quyidagi rasm tarzida doskada qayd etib borishi mumkin.

Shuningdek, matnoldi mashqlar turkumiga True/False: ta’lim beruvchi tomonidan matnga aloqador mavzuda, umumiy bilimga asoslangan 5ta rost hamda 5ta yolg‘on gaplar tuzib tayyorlanadi, berilgan ma’lumotning rost yoki yolg‘onligi o‘quvchilar tomonidan aniqlanadi; Read and Move:sinf xonasi ikkiga ajratiladi: “rost taraf” va “yolg‘on taraf”, o‘qituvchi tomonida oldindan tayyorlangan gaplar o‘qib eshittiriladi, agar gap rost bo‘lsa o‘quvchilar rost tomonga o‘tib olishadi yoki aksi; Definition Pairs: matnda uchraydigan asosiy 10 ta so‘z tanlab olinadi va har bir so‘z uchun ikkitadan ta’rif yoziladi: biri so‘zning haqiqiy ma’nosini bersa, ikkinchisi bu so‘zga tegishli bo‘lmagan ma’noni beradi, o‘quvchilar to‘gri javobni topishadi: Story on the Wall: bu turdagi mashg‘ulotda o‘qituvchi matn ichidagi yakka holda ma’no anglatuvchi gaplarni ajratib oladi hamda ularni xona devorlariga yopishtiradi, o‘quvchilar xona bo‘ylab harakatlanib, har bir gapga o‘z fikrlarini bildirishadi; Synonym/Antonym Match: bu mashg‘ulotda matnda qatnashgan bir necha so‘zlar tanlab olinadi va ularning ma’nodoshi yoki zidma’nolik juftlari bir ustunda so‘zlar esa boshqa bir ustunga joylanadi, o‘quvchilar topshiriqqa asosan so‘zlarni moslashtiradi; We have a Situation: matnda berilgan qahramonlarda 2-3 tasi tanlab olinadi va o‘quvchilarga ushbu qahramonlar roli beriladi, kichik guruhlarga ajratilgan qahramonlarga ijro etish uchun turli vaziyatlar beriladi; KWL chart: bu mashg‘ulotda o‘quvchilarga BBB –ya’ni Bilaman (Know), Bilishni xohlayman (Want to know) va Bilib oldim (Learned) deb nomlangan uchta ustundan iborat jadval to‘ldirishlari so‘raladi:

Yuqorida keltirilgan matnoldi topshiriqlar namunalari matn ustida ishlash uchun qulay sharoit yaratadi. Muammoning dastlabki muhokamasi keyingi axborotni ko‘ra bilish va tahlil qila olish malakasini rivojlantiradi,

Matnoldi bosqichining taklif etilgan mazmunli komponenti an’anaviysidan shunisi bilan farq qiladiki, unda real xayotiy, ba’zida to‘lqinlantiradigan va jiddiy, ba’zida qiziqarli, matndagi keyingi axborot bilan bog‘liq bo‘lgan muammo muhokama etiladi. Bu boskichda an’anaviy tarzda talaffuz, grammatik va leksik qiyinchiliklarni bartaraf etish, matndagi axborotni sarlavhasidan, o‘qituvchining savollaridan kelib chiqib, tahlil qilish ko‘zda tutiladi.

Xulosa va takliflar

Yuqorida keltirilgan fikr mulohazalardan xulosa qilib aytishimiz mumkinki, bugungi mehnat bozori ta’lim subyektlaridan faqatgina bir sohani mukammal egallagan mutaxassislarni emas, balki har tomonlama rivojlangan turli soha bilimdonlarini, muommoni hal etish,tanqidiy fikrlash, jamoa bo’lib ishlash, ijodkorlik singari 21-asr qobilyatlariga ega kadrlarni talab qilmoqda. Bu talablarga javob beruvchi kadrlarni tayyorlashni esa STEAM integratsion ta’limiy yondashuvi kafolatlaydi. Fanlararo bog’liklikni yanada kuchaytirish maqsadida ingliz tili darslarida STEAM sohasiga oid

matnlar bilan ishlash, o'quvchilarning kelajak kasblariga qiziqtirishda, barcha uchun umumiy bo'lgan o'qish savodxonligini oshirishda muhim o'rin egallaydi.

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МОДЕЛЬ ОБУЧЕНИЯ АРГУМЕНТИРОВАННОЙ РЕЧИ УЧАЩИХСЯ 8-9 КЛАССОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: В данной статье автор обсуждает модель обучения аргументированной речи учащихся 8-9 классов средне-образовательной школы. Основное внимание уделяется обучению аргументированной речи. Автор рассказывает о важности модели обучения аргументированной речи учащихся

8-9 классов английскому языку. Она также разделяет некоторые взгляды на коммуникативные компетенции.

Ключевые слова: язык, структура, коммуникативные, адаптация, лингвистический, психолингвистика, информация, взгляды, концепция.

В современном мире, где информация распространяется с невероятной скоростью, критическое мышление и умение аргументированно выражать свои мысли приобретают особую важность. Владение навыками аргументации на английском языке становится неотъемлемой частью успешной коммуникации в глобальном мире. Поэтому разработка эффективной модели обучения аргументированной речи учащихся 8-9 классов общеобразовательной средней школы является актуальной задачей.

1. Ключевые принципы модели

- Коммуникативная направленность: фокус на практическом применении аргументации в реальных коммуникативных ситуациях.

- Деятельностный подход: активное участие учащихся в процессе обучения, использование интерактивных методов. Учет возрастных особенностей: подбор материалов и заданий, соответствующих степени и интересам учащихся 8-9 классов.

- Интеграция: обучение аргументации должно

быть естественным образом вплетено в общий процесс обучения английскому языку.

2. Этапы модели

Модель обучения предполагает постепенное развитие аргументированной речи у учащихся:

- Этап 1. Знакомство с аргументацией: введение и анализ примеров (argumentative texts.)

- Этап 2. Развитие критического мышления: работа с аутентичными материалами, анализ различных точек зрения, выделение основных аргументов

- Этап 3. Обучение построению аргументации: освоение принципов структурирования аргументированной речи, формулирование тезиса, подбор аргументов, использование логического мышления.

- Этап 4. Языковая поддержка: обогащение словарного запаса с аргументацией, отработка грамматических структур, необходимых для выражения мнений и представления доказательств.

- Этап 5. Практика: активное использование аргументированных умений в различных дебатах.

3. Методы и приемы

Модель предусматривает использование разнообразных методов и приемов обучения:

- Анализ текстов: работа с аутентичными материалами (статьи, эссе, выступления), анализ структуры, выделение ключевых аргументов и доказательств.

- Мозговой штурм: генерация идей и аргументов в малых группах или парах.

- Ролевые игры: симуляция различных коммуникативных ситуаций, требующих аргументации.

- Дебаты: организация формальных дебатов в классе, развитие умения представлять и защищать свою позицию в структурированной обстановке.

- Презентации: создание аргументированных дебатов на различные темы, использование наглядных пособий.

4. Роль учителя

Учитель играет ключевую роль в реализации модели, выступая в роли:

- Фасилитатора: создает благоприятную атмосферу для обучения, организует работу в классе.

- Наставника: направляет учащихся, дает советы по совершенствованию аргументированных навыков.

- Модератора: управляет дискуссиями и дебатами, следит за соблюдением правил.

- Эксперта: оценивает работу учащихся, дает обратную связь.

5. Оценка

Оценка аргументированных умений должна быть комплексной и учитывать как содержание, так и языковое оформление речи учащихся. Важно использовать разнообразные формы оценки, включая само оценку и оценку преподователей. Представленная модель обучения аргументированной речи направлена на формирование у учащихся 8-9 классов ключевых навыков критического мышления, аргументации и эффективной коммуникации на английском языке. Реализация этой модели позволит подготовить учащихся к успешной жизни в современном информационном обществе. Основная цель обучения аргументированной речи – развитие у учащихся способности критически мыслить, анализировать информацию, формулировать и отстаивать свою точку зрения на английском языке.

Для достижения этой цели необходимо решить следующие задачи:

-Познакомить учащихся с основными понятиями аргументации (тезис, аргументы, контраргументы).

- Научить структурировать аргументированную речь, используя логические связи и средства убеждения.

-Научить анализировать контраргументы и грамотно им противостоять.

Заключение: Обучение аргументированной речи на английском языке является важным этапом формирования критического мышления и коммуникативной компетенции учащихся 8-9 классов. Использование разнообразных методов, приемов и аутентичных материалов, а также фокус на развитие языка позволит добиться положительных результатов в обучении аргументации. Важным аспектом является систематичность и последовательность в работе над развитием аргументированной устной речи у учащихся.

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USE OF MIXED METHODS IN FOREIGN LANGUAGE TEACHING

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Abstract
This article describes the use of interactive methods in teaching foreign languages, traditional methods, mixed methods and non-traditional methods, their specific features. The mixed method in the study of a foreign language is considered as an example.

Keywords: methodology, innovation, foreign language, communication, skills, qualifications, didactics, intercultural communication.

I. Introduction

The development of modern education has led to a new direction of innovative pedagogy. Innovative - means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by American researcher E. Rodgers. He studied the classification of participants in the innovation process, their attitudes to innovation, and more. In science, the concepts of novelty and innovation are different. "Innovation" means a tool, a new method, technique, technology. Innovation is a process of education that develops in certain stages. The development of world science is accelerating day by day. It is this positive development that has affected our country. Advanced innovative technologies are being introduced into the world of science. As a result, the President's announcement of this year as the "Year of Youth Support and Public Health" has further increased the responsibility of the youth of our country. It is safe to say that the widespread introduction of advanced, modern and innovative technologies in the field of education has opened a wide range of opportunities and milestones for young people learning a foreign language.

Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in a natural environment, in the family, in the community, or in an organized way. Knowledge of linguistic phenomena is taught in theory. Knowledge of languages, especially multilingualism, is of great importance in today's world of international relations. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. Mother tongue is the first language that plays a special role in the formation of thinking. When it comes to a second language, it is considered the language of brothers and sisters of other nationalities.

The subject of the methodology is the process and methods of teaching through a foreign language, the science of foreign language teaching, the study of teacher and student activities.

Basic concepts of methodology - method, method, principle. Didactics - what do we teach? is the content of teaching. Methodology - how do we teach? teaching methods and techniques. The concept of method is derived from the Greek-Latin word metodos - "method", which means a way to a specific goal. The narrow and broad meanings of the term can be found in various literatures. The term "methodology" in a narrow sense refers to a concept related to the specific teaching process of education. It is interpreted as a managed learning process that includes instructions related to lesson planning and preparation of teaching materials. The term "method" in a broad sense refers to the selection, stratification, and distribution of teaching materials.

A foreign language teaching method is a set of teacher and student activities that ensure the achievement of practical, general, educational and developmental goals of foreign language teaching. The term method is used to mean "a set of teaching methods"

and "direction of education". The first is used in the theory of education in the sense of process methods, the second sense can be found in works on the history of teaching methods. For example, the translation method of foreign language teaching, the correct method, the comparative method, the traditional method, the intensive method, and so on.

The method of translation is mainly in two forms, called grammar-translation and text-translation methods. From the point of view of grammar-translation method, a foreign language is studied for general educational purposes. Grammar exercises are designed to develop the learner's logical thinking. Explaining grammatical knowledge is considered to be the main goal of education. The main principles of this method are:

1. Language learning is based on written speech.

2. The subject of study is grammar, and the vocabulary is chosen accordingly. Grammar exercises were the main way to work.

3. First, the grammatical rule is memorized, and then it is recommended to make sentences based on the rules.

4. The grammatical form and meaning of the words are revealed through literal translation.

5. Language material is mastered through literal translation and dry memorization.

6. Limited to individual memorization of words outside the context.

Method without translation. Various aspects of this method have been known throughout history. They can be divided into two main groups: natural and correct methods. Learning a foreign language in a natural way should be similar to learning a native language. The idea that the main purpose of the method is to learn to read and write by learning to speak a foreign language is formed for practical purposes. The most important of the principles included in the natural method is to create a language environment. There are different approaches to the practical application of the proposed methodological principles. This can be clearly seen in the creative work of the representatives of the method.

The goals of listening comprehension have changed. Telling and controlling what he heard also took on a different tone. This method, depending on the purpose, distinguishes the following types of listening comprehension:

●Understand the main content of the text in the broadest sense, without paying attention to some details;

● This method is used when accurate information is important, such as the need for weather for a particular location, the announcement of train arrivals and departures, and so on.

It is precisely this knowledge that we retain in our minds, the study of information in communicative didactics, which, from the concept of 'communication', is semantically intertwined with the term 'intercultural communication'.

The term intercultural communication is now widely used in foreign language teaching methods. It is this concept that we can use in a variety of contexts. In fact: Intercultural communication is the dialogue between people of different cultures about their social origins, mentality, national character, lifestyle, customs, value system, and so on. In this process, students should be educated and developed in the spirit of respect, tolerance for the culture of the country being studied, and a correct understanding of the culture of another country.

In order for a teacher to be successful, not only subject, pedagogical and psychological knowledge, but also another special feature - communication skills and competencies - are absolutely necessary.

Pedagogical communication is a interaction between a teacher and a student, which is based on the exchange of information, primarily educational information, helps to understand the partner of pedagogical communication, as well as to carry out collaborative activities. Information is conveyed both verbally and verbally. The teacher should play a key role in the pedagogical communication process and be a role model for the students. This is judged by its communicative culture.

The communicative culture of the teacher is a professional-pedagogical dialogue with the subjects of his educational process. can unconditionally ensure the achievement of their goals. The social significance of communicative culture is that the teacher who masters it can create a positive psychological climate in the interaction of all subjects of the educational process, implement the important principles of modernization of education - humanism and democratization. The personal significance is that the educator with a communicative culture has high self-confidence, enjoys the communication built with the pupil, feels free in the chosen work activity.

A number of personal qualities required for a culture of pedagogical communication include honesty, openness, self-control, assertiveness, sincerity, perseverance, endurance, and tactics. The teacher needs to shape not only their communication skills, but also the intercultural communication of the students. The teacher is required to have a good knowledge of the psychology of students, their social views, the process of socialization. It is important to note that the success or failure of pedagogical, intercultural communication ultimately depends on what approach the educator chooses and how he or she can apply it in practice. Not only sound education but his alertness and dedication too are most required. Of course, this result can be achieved only through the correct organization of the lesson, the widespread use of advanced, modern innovative technologies. The innovative activity of the educator includes the analysis and evaluation of innovation, the formation, implementation and analysis of the goals and concepts of future actions, the evaluation of effectiveness. From all the above considerations, it is clear that in order to achieve such positive results, the educator must resort to the next step in foreign language

teaching, ie "exercise technology", and its practical application leads to the acquisition of knowledge and skills..

Learning a foreign language is a multifaceted discipline, in the process of which a person experiences complex psychological changes. In particular, there is a process of comparing a native language with a foreign language. Different teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, comparative teaching of a foreign language with the native language gives effective results. Teaching a foreign language requires knowledge of its methodology. Methods and technologies play an important role in learning a foreign language. There are different methods of methodological science in the organization of the lesson. The most widely used methods of foreign language teaching are: the method of communicative didactics, the method of organizing intercultural communication and the method of organizing exercises. The three methods are closely related and complementary. Because the science of methodology is related to the science of didactics, the study of a foreign language is based on communicativeness, and the method of communicative didactics emerges.

In the process of applying the method of communicative didactics, the teacher's method of forming intercultural communication is also formed. Learning a foreign language helps you to learn the culture of another country. Exercise technology is important for learning a foreign language. Exercise is the best way to master all the knowledge. Exercise has a positive effect not only on foreign language teaching, but also on the acquisition of knowledge in all areas. The effective organization of the lesson, in which the role of pedagogical activity and modern pedagogical technologies is invaluable. It is important to organize the process of learning a foreign language with a communicative approach, to bring the next stage to the level of intercultural communication, and to achieve such results, the last step is to pay attention to "exercise technology". In order to effectively organize the process of teaching a foreign language, it is necessary to acquire knowledge of modern pedagogical information and communication technologies.

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Annotatsiya

Ushbu maqola leksikografiyaning dunyo miqiyosidagi o`rni va o`rganilish darajasi to`grisida ma`lumot beradi. Tehnologiyalashgan davrda zamonaviy leksikograflarning qarashlari va fikr-mulohazalari ko`rib chiqildi. Yangi avlod lug'atlarini yaratish va ommalashtirish nazariyasida va amaliyotida yangi elektron texnologiyalardan foydalanish orqali lug`atlar mavjudlik ko`lamini oshirishga xizmat qiluvchi g'oyalar va loyihalar taklif etildi.

**Kalit so`zlar:** Leksikografiya, pragmatika, lug`at, elektron lug`at, ma`lumotlar bazasi, tilshunoshlik.

Аннотация

В данной статье представлена информация о месте лексикографии в мире и уровне ее изучения. Рассмотрены взгляды и мнения современных лексикографов в технологическую эпоху. В теории и практике создания и популяризации словарей нового поколения предложены идеи и проекты, служащие повышению доступности словарей за счет использования новых электронных технологий.

Ключевые слова: Лексикография, прагматика, словарь, электронный словарь, база данных, лингвистика.

Abstract

This article provides information about the role of lexicography in the world and the level of study. The views and opinions of modern lexicographers in the technological era are considered. In the theory and practice of creating and popularizing new generation dictionaries, ideas and projects that serve to increase the availability of dictionaries through the use of new electronic technologies were proposed.

Key words: Lexicography, pragmatics, dictionary, electronic dictionary, database, linguistics.

So'nggi bir necha o'n yilliklarda biz turli xil lug'atlar yaratishning jahon amaliyotining misli ko'rilmagan gullab-yashnaganini, leksikografiyaning mustaqil lug'at sifatida izchil rivojlanishini ko'rdik. Mamlakatlar o'rtasidagi hamkorlik fan va madaniyatning turli sohalarida jadal rivojlanmoqda. Xalqaro hamkorlik va migratsiya oqimlarining kengayishi lingvistik o'zlikni anglash va til merosini asrab-avaylash zarurligini anglashning kuchayishiga olib keladi. Yangi avlod lug'atlarini yaratish va ommalashtirish nazariyasi va amaliyotida g'oyalar va loyihalar samaradorligini oshirish yo'llari hamda yangi elektron texnologiyalardan foydalanish orqali potentsial foydalanuvchi uchun lug'atlar mavjudligini oshirish tendentsiyasi kuzatilmoqda. Asr boshida kompyuter tarmoqlari va elektron ma'lumotlar bazalari imkoniyatlarining ochilishi nafaqat lug'atlar yaratishni tezlashtirdi va ularni taqdim etish imkoniyatlarini kengaytirdi, balki foydalanuvchilarning o'zlarini ham lug'atshunoslik va tanqidiy jarayonga qo'shish imkonini berdi. Va nihoyat, leksikografik hamjamiyatdagi zamonaviy munozaralarning ohangi lug'atlarni taqdim etishning bosma va elektron shakllari o'rtasidagi raqobat, arzonroq va qulayroq lug'at mahsulotlarini yaratishni jadallashtirish yo'llarini izlashdir [5:4].

Hozirgi tehnologiyalashgan davrda lug`atlar yaratish leksikograflardan, ma`lum bir sifatlarni talab qiladi. Quyidagilar leksikograflarga qo'yiladigan asosiy talablar sifatida ilgari suriladi: lug'atlarning maksimal foydalanish imkoniyati va pragmatik dolzarbligi uchun shart-sharoitlarni shakllantirish, lug'atlarni yaratishda asosiy e'tibor lug'atshunoslik predmetidan tashqarida joylashgan ma'lumotnoma mahsulotlari foydalanuvchilarining ehtiyojlarini qondirishga qaratilganligiga qo'shimcha sifatida onlayn resurslarni yaratish. Shunday qilib, lug'atlar nafaqat til birliklarining lug'at tavsifi, balki, birinchi navbatda, samarali ishlashi uchun turli fanlarning ma'lumotlarini hisobga olish kerak bo'lgan axborot resurslaridir. Professor O. M. Karpovaning "Internet asrida rus leksikografiyasi" maqolasida Rossiyaning zamonaviy leksik va grafik landshaftining asosiy bosqichlari - mahalliy olimlar tomonidan yaratilgan lug'atlar tahlil qilinadi. Mualliflik lug'atlarining noyob ruscha loyihasi, shuningdek, turli turdagi lug'atlar va ma'lumotnomalarni tanqidiy tahlil qilish bo'yicha ishlar o'quvchilarda alohida qiziqish uyg'otadi. Bosma nashrlar bilan bir qatorda Germaniya, Fransiya va Buyuk Britaniya leksikograflari tomonidan ishlab chiqilganlarga o'xshash elektroni yaratishda jamoaviy va individual tashabbuslar qayd etilgan. Rossiyaning so'nggi tashabbuslari orasida muallif foydalanuvchilar tomonidan eng ko'p talab qilinadigan umumiy va maxsus lug'atlar to'plamiga ega turli xil veb-saytlarni yaratishni, shuningdek, metalleksikografik tadqiqotlarning sezilarli o'sishini va ko'plab amalga oshirilayotgan loyihalarning mavjudligini nomlaydi. Oldinda jiddiy vazifa – butun dunyoda yashayotgan milliy tilning holatini munosib aks ettirishga qaratilgan zamonaviy leksikograflarning sa'y-harakatlari "Bugungi kun foydalanuvchisining ehtiyoj va talablarini qanday qondirish mumkin?" degan muhim savolni hal etishga qaratilgan [1:319]. Lug'at esa so'zlar, atamalar, ramzlar yoki boshqa belgilar haqidagi mavzu ma'lumotlarining eng ixcham va mukammal manbai sifatida lingvistik voqelikni aks ettirishning eng muhim vositasidir. Fan va texnikaning jadal rivojlanishi, birinchi navbatda

turli xalqlar mentalitetiga ta'sir ko'rsatuvchi ijtimoiy o'zgarishlar inson hayotining barcha sohalariga, jumladan, leksikografiyaga ham o'z ta'sirini o'tkazmoqda. Fan va texnikaning yangi sohalari, yangi ijtimoiy hodisalar va rivojlanish tendentsiyalari o'ziga xos terminologiyaga ega leksikograflar oldiga tegishli tarjima lug'atlarini va nafaqat hamma narsani qamrab oluvchi universal lug'atlarni, balki juda tor lug'atlarni tavsiflovchi mos keladigan maxsus tarjima lug'atlarini yaratish juda dolzarb vazifadir. Shu bilan birga, mavjud tarjimalarni tekshirish vazifasi paydo bo'ladi, ular tez soniya ichida ma'naviy jihatdan eskiradi. [2. B.121]. Yigirmanchi asrning so'nggi o'n yilligidan boshlab leksikografiyada an'anaviy tushuncha va g'oyalar yangilandi va bu tadqiqotlar ko'lami jadal kengaytirildi. Kelajakda leksikografiyaning "jonlanishiga" yordam beradigan yangi turdagi lug'atlar yaratilmoqda [3:277]. Rus tilshunosligida leksikografik tavsifni talab qiladigan eng qiziqarli va kam o'rganilgan mavzulardan biri bu professional tillarni o'rganishdir. Shunga qaramay, tilning ham ijtimoiy, ham kasbiy turlari tarixiy jihatdan aniqlangan va mutlaqo tabiiy hodisadir. Amaliy faoliyat bilan birlashtirilgan odamlarning turli guruhlari faqat o'ziga xos bo'lgan o'ziga xos manfaatlarga ega bo'lishi mumkin, ular uchun til mavjudligining tegishli shakllari - sotsiolektlar va professional subtillar paydo bo'ladi [4:95]. Milliy tilda maxsus leksik tizimlar o'z-o'zidan paydo bo'lmaydi, balki kasbiy va ishlab chiqarish faoliyatining tegishli sohalarining rivojlanishi natijasida paydo bo'ladi.

Jahon lug`atshunosligini o`rganish davomida, ko`plab olimlar va tilshunoslarning yillar davomida to`plagan leksikografiyaga oid tajriba va bilimlari hozirgi zamonaviy lug`atshunoslikda lug`atlar yaratishda katta ahamiyat kasb etishiga guvoh bo`lishimiz mumkin. Ularning ilmiy yondashuvlariga ko`ra, quyidagi omillar leksikograflarga qo'yiladigan asosiy talablar sifatida ilgari suriladi:

 - lug'atlarning maksimal foydalanish imkoniyati va pragmatik dolzarbligi uchun barcha shart-sharoitlarni shakllantirish;

 - lug'atlarni yaratishda asosiy e'tibor lug'atshunoslik predmetidan tashqarida joylashgan ma'lumotnoma bazalari foydalanuvchilarining ehtiyojlarini qondirishga qaratilganligiga qo'shimcha sifatida onlayn resurslarni yaratish.

Shunday qilib, lug'atlar nafaqat til birliklarining lug'at tavsifi, balki, birinchi navbatda, samarali ishlashi uchun turli fanlarning ma'lumotlarini hisobga olish kerak bo'lgan axborot resurslaridir.

<div align="center">**Foydalanilgan adabiyotlar**</div>

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EVOLUTION OF LEARNING ENVIRONMENT AND PEDAGOGICAL APPROACHES IN CONTEMPORARY EDUCATION

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Abstract

This paper delves into the transformative shifts occurring in educational settings, particularly regarding the evolving nature of learning spaces and pedagogical strategies. Contemporary educators are witnessing a departure from traditional classroom-centric learning towards more dynamic and collaborative environments. The advent of digital content and technological tools has redefined the formality of classrooms, paving the way for interactive and flexible learning experiences. **Keywords**: advancements, technology, learning, evolving, digital, traditional, student-centred.

Introduction

In contemporary education, teachers are observing a shift in student learning, expanding beyond traditional classroom environment. The conventional notion of the classroom as the central learning environment is evolving. This transformation necessitates a fundamental reconfiguration of both formal and informal learning spaces. Education has always been a dynamic field, constantly evolving to meet the needs of students and society. With advancements in technology and changes in the way we communicate, the learning environment and pedagogical approaches in contemporary

education have undergone significant transformations. In this article, we will explore the evolution of educational practices, from traditional classroom settings to modern, high-tech learning environments. The introduction of digital content is revolutionizing the formality of classrooms, turning them into collaborative learning hubs where students integrate their external learning experiences with in-class instruction. Technological tools serve to augment this transformation, facilitating teamwork and enhancing learning outcomes. **Traditional Classroom Settings:**

In the past, education primarily took place in traditional classroom settings, where students sat at desks in rows, facing the teacher at the front of the room. The teacher would deliver lectures, assign readings, and assess student learning through tests and exams. In this model, instruction primarily revolves around teacher-led lectures supplemented by assigned readings and assessments in the form of tests and exams. Teachers predominantly deliver information through lectures, relying on verbal communication and visual aids such as chalkboards or whiteboards. Students are assigned readings from textbooks or other materials to supplement classroom lectures. After receiving instruction, students typically work independently on assignments or exercises and evaluation is primarily conducted through traditional methods such as quizzes, tests, and exams, focusing on recall and memorization of facts. Thus, the teacher assumes a central role as the primary authority figure and knowledge provider while students are expected to listen attentively, take notes, and follow instructions given by the teacher. This often leads to minimal flexibility in pacing or tailoring instruction to individual student needs or lack of emphasis on student collaboration or critical thinking skills development. Passive learning experiences may result in disinterest or disengagement among students. Hence, traditional assessments may not accurately measure students' understanding or ability to apply knowledge in real-world contexts. Students typically receive information passively, with limited opportunities for active engagement or collaborative learning. The emphasis on a one-size-fits-all approach to education, wherein instruction is standardized and uniform for all students, often results in a sense of disconnection and disinterest among learners. This traditional format, while once prevalent in educational settings, is increasingly recognized as insufficient in meeting the diverse needs and learning styles of students. Consequently, educators are exploring alternative pedagogical approaches that prioritize student engagement, critical thinking, and personalized learning experiences to foster a more dynamic and effective educational environment.

Shift towards Student-Centred Learning.

In recent years, a notable shift towards student-centred learning has been observed within educational discourse and practice. This transformative pedagogical approach represents a departure from traditional teacher-centred models, instead prioritizing the individual needs, interests, and abilities of each student. At the heart of student-centred learning lies the belief that students are active participants in their own education, capable of directing their learning journey with guidance and support from educators. Central to

this approach is the cultivation of collaboration, critical thinking, and problem-solving skills, which are deemed essential for success in an increasingly complex and interconnected world. In student-centred classrooms, teachers adopt the role of facilitators rather than sole disseminators of knowledge. They create a nurturing and inclusive learning environment where students feel empowered to explore, question, and construct meaning through hands-on experiences and inquiry-based activities. This facilitative role entails providing students with opportunities for authentic learning experiences, encouraging self-directed inquiry, and fostering a sense of ownership over their learning. Furthermore, student-centred learning encourages educators to employ a variety of instructional strategies and assessment methods that accommodate diverse learning styles and preferences. By embracing student-centred approaches, educators aspire to cultivate lifelong learners who are equipped with the skills, attitudes, and dispositions necessary to thrive in an ever-evolving global society.

Conclusion

The conclusion drawn from the evolution of learning environments and pedagogical approaches in contemporary education reflects a proactive response to the demands of a rapidly changing world. With the advent of technology and its integration into educational practices, educators have sought to harness its potential to enhance teaching and learning outcomes. By leveraging technological tools and digital resources, educators can create immersive and interactive learning experiences that cater to the diverse needs and learning styles of students. Moreover, the shift towards student-centered approaches has emphasized the importance of empowering learners to take ownership of their education, fostering critical thinking, creativity, and collaboration skills essential for success in the 21st century.

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КОММУНИКАТИВНОЕ ПОВЕДЕНИЕ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация

В данной статье описывается методики и стратегии, направленные на развитие коммуникативных навыков у студентов, включая роль диалогических упражнений, ролевых игр и общения на языке-мишени. Исследование подчеркивает необходимость интеграции коммуникативных методик в обучение русскому языку как иностранному для более эффективного усвоения языковых навыков и успешной адаптации в языковой среде.

Ключевые слова: русский язык как иностранный, ролевые игры, интерактивные методы, культурная адаптация, коммуникативные навыки.

В современном мире глобализация и межкультурное взаимодействие играют ключевую роль в формировании образования и профессионального роста. В связи с этим растет интерес к изучению иностранных языков, в том числе русского языка. Обучение русскому языку как иностранному представляет собой сложный и многогранный процесс, требующий комплексного подхода.

Одним из важных аспектов в этом процессе является коммуникативное поведение студентов. Эффективное владение языком не только включает в себя знание грамматики и словарного запаса, но также способность применять эти знания в реальных коммуникативных ситуациях. В этой статье мы исследуем роль коммуникативного поведения в обучении русскому языку как иностранному и рассматриваем методики, направленные на его развитие.

Мы обращаем внимание на то, что использование коммуникативных методик, таких как диалогические упражнения, ролевые игры и общение на языке-мишени, способствует более эффективному усвоению языковых навыков и успешной адаптации в языковой среде. Процесс обучения русскому языку как иностранному становится более динамичным и интерактивным благодаря применению подобных методов.

Межкультурный аспект коммуникативного поведения играет значительную роль в обучении русскому языку как иностранному. В контексте изучения языка студенты сталкиваются с культурными различиями в способах общения, невербальных средствах выражения, использовании речевых оборотов и даже в менталитете.

В разных культурах существуют различия в жестах, мимике, тоне голоса и других невербальных выражениях. Например, жест, который в одной культуре может считаться дружелюбным, в другой может восприниматься как

оскорбительный. Использование определенных фраз, оборотов и выражений может быть культурно обусловленным и отличаться от того, что принято в других культурах. Это включает в себя формы приветствия, выражения благодарности, извинения и т.д.

В каждой культуре существуют свои установленные нормы и ожидания в коммуникативных ситуациях. Например, в некоторых культурах принято выражать свою точку зрения открыто и прямо, в то время как в других это может быть воспринято как неподходящее или даже грубое. Восприятие и использование времени также может различаться в разных культурах. Некоторые культуры относятся к времени более строго, а другие более гибко. Это может отразиться на организации и планировании коммуникативных встреч и мероприятий. Понимание и уважение культурных различий является важным аспектом межкультурного коммуникативного поведения. Студенты, изучающие русский язык как иностранный, должны быть готовы к взаимодействию с представителями различных культур и уметь адаптироваться к их особенностям.

Для того, чтобы создать языковую атмосферу, на занятиях мы пользуемся разными интерактивными методами. Это поможет сделать занятия интересными и насыщенными.

Ролевые игры и симуляции: Создание сценариев для ролевых игр, в которых студенты могут взаимодействовать в реалистичных коммуникативных ситуациях, поможет им применить свои языковые навыки на практике. Например, ситуации в магазине, аэропорту, в ресторане и т.д.

Диалогические упражнения: Парные или групповые упражнения, включающие обсуждение тем, дискуссии и диалоги на определенные темы, позволяют студентам развивать умение вести беседу на русском языке и вырабатывать стратегии ведения диалога.

Общение на языке-мишени: Создание специальных ситуаций, в которых студенты вынуждены использовать русский язык для достижения конкретной цели (например, заказ еды в кафе или решение проблемы в игровой ситуации), поможет им практиковать свои коммуникативные навыки в реальном времени.

Работа с аутентичными материалами: Использование аутентичных текстов, аудиозаписей и видеоматериалов позволяет студентам погружаться в реальные коммуникативные ситуации и адаптироваться к различным стилям и регистрам речи.

Культурные проекты и исследования: Задания, связанные с изучением культурных аспектов русского языка и обычаев, позволяют студентам расширить свои знания о культуре страны, где используется русский язык, и лучше понимать контексты, в которых они могут использовать язык.

Эти практические подходы могут быть эффективными средствами для развития коммуникативных навыков студентов в процессе обучения русскому языку как иностранному. Их использование позволяет студентам получить практический опыт и уверенность в использовании языка в реальных ситуациях общения.

В заключении, данная статья подчеркивает важность коммуникативного поведения в процессе обучения русскому языку как иностранному. Эффективное овладение языком требует не только знания грамматики и словарного запаса, но и способности применять эти знания в реальных коммуникативных ситуациях.

Мы обсудили, что межкультурный аспект играет значительную роль в коммуникативном поведении студентов. Понимание и уважение культурных различий помогают студентам адаптироваться к различным культурным контекстам и успешно взаимодействовать с носителями языка.

Предложенные в статье практические методики, такие как ролевые игры, диалогические упражнения и работа с аутентичными материалами, помогают студентам развивать свои коммуникативные навыки и уверенность в использовании русского языка.

Интеграция межкультурных аспектов в обучение русскому языку как иностранному является необходимым шагом для формирования глубокого понимания языка и культуры страны. Подобный подход не только способствует эффективному обучению, но и позволяет студентам более успешно интегрироваться в международное общество.

Таким образом, коммуникативное поведение играет важную роль в процессе обучения русскому языку как иностранному, а интеграция межкультурного аспекта является ключевым фактором для достижения успеха в изучении и использовании языка в различных сферах жизни.

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ADVANTAGES OF USING PHONETIC GAMES IN THE FORMATION OF STUDENTS' PHONETIC SKILLS IN TEACHING ENGLISH LANGUAGE

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Maqola ingliz tilini o'rganishda talabalarda fonetik ko'nikmalarni shakllantirishda fonetik o'yinlardan foydalanishning hozirgi afzalliklariga bag'ishlangan. Fonetik o'yinlardan foydalanishning ijobiy tomonlari ko'rib chiqiladi, bu talaffuzni yaxshilashga va chet tilidagi nutqni tushunishni yaxshilashga va shuning uchun aloqani yaxshilashga olib keladi.

Kalit so'zlar: fonetik ko'nikmalar, talaffuz, o'rganish, o'yinlar, chet tili.

Резюме

Статья посвящена актуальной на сегодняшний день преимуществ использования фонетических игр в формировании фонетических навыков у учащихся при обучения английскому языку. Рассмотрены положительные стороны использования фонетических игр, что ведет к улучшению произношения, и к улучшению понимания иноязычной речи, и следовательно к улучшению коммуникации.

Ключевые слова: фонетические навыки, произношение, обучение, игры, иностранный язык.

Abstract

The article is devoted to the actual to the current problem of the advantages of using phonetic games in the formation of students' phonetic skills in teaching English. The positive sides of using phonetic games which improve the pronunciation and understanding of foreign language speech for better communication are considered.

Key words: phonetic skills, pronunciation, teaching, games, foreign language.

The problem of teaching the pronunciation of learning English is one of the most important problems in English language teaching methodology. Teaching correct English pronunciation is an extremely complex matter. Without a correctly set pronunciation is not

possible to manifest the communicative function of the language. Many scientists studied the methodology of teaching foreign languages drew attention to the effectiveness of using the game method. This is due to the fact that in the game the abilities of any person and the child are developed [1: 64].

Games are helpful for the beginners of English language learners. The need of game in teaching pronunciation is clear for the learners of the target language. That's why the terms information gap and opinion gap will be explained in the following stages. We speak or write because we want to pass on information or convey an opinion which we think the receiver might be interested in. If the receiver is familiar with the information and is of the same opinion, there is no gap and he/she will probably switch off. It may seem terribly obvious! But in much foreign-language learning there is no information gap at all and opinions are rarely asked for. The teacher usually asks a question which the learner knows the teacher can answer! The teacher is more interested in the form than in the content of what the learner says.

An understanding of the principle of the information gap and opinion gap, and a belief that they should be intrinsic to most language-learning activities is essential for any teacher using the games in this work.

Five practical points: If the teacher is unfamiliar with the use of language-teaching games then it advisable to introduce them slowly as supplementary activities to whatever course book is used. Once the teacher is familiar with a variety of games, they can be used as a substitute for parts of the course which the teacher judges to be unsuitable.

It is essential to choose games which are appropriate to the class in terms of language and type of participation. Having chosen an appropriate game, its character and the aims and rules must be made clear to the learners. It may be necessary to use the mother tongue to do this. If the learners are unclear about what they have to do, chaos and disillusionment may result.

Many teachers believe that competition should be avoided. It is possible to play the majority of games in this work with a spirit of challenge to achieve, rather than to 'do someone else down'. We believe that it is wrong and counter-productive to match learners of unequal ability even within a single exchange or challenge. The less able learner may 'give up' and the more able develop a false sense of his/her own achievement. We also believe it is wrong to compel an individual to participate. For many such learners there will be a point of 'readiness' to participate similar to the state of 'reading readiness' in young children. Learners reluctant to participate might be asked to act as judge and scorers.

As with all events in the classroom, it is advisable to stop a game and change to something else before the learners become tired of it. In this way their goodwill and concentration are retained.

The teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use. It would suggest that the teacher is more concerned with form than with the exchange of ideas. In general, we think it better for the teacher to note the error and to comment on it later.

Collecting new games: Any games or activities in teaching pronunciation which involve language and which your learners enjoy are language-learning material. You can find 'new' games by studying magazines, newspapers, radio and television programmes, partly games and indeed by asking your learners. If you can create these games in the classroom and the language is appropriate, then they are useful [2: 221].

It is usually difficult to find a new game for specific language practice just when you need it. It is a wise precaution to collect and file games for use whenever you happen to come across them. Games without materials can be described as in this work and filed in a ring binder. Games with visual materials could be kept in similar-sized envelopes bound in the same folder. It is helpful if the description of the game is written on the outside of the envelope and the visuals and handouts kept inside.

When collecting games it is important to note what language need only be understood by the players and what language we must be used by them. (Indeed, in some games the learners are only expected to listen, understand, and for example, point to a picture or carry out an action.) Thus, the language level is determined by the type of use, not just the structures and vocabulary items themselves.

Sound games: Sound effects can create in the listener's mind an impression of people, places and actions and also it may be helpful to remember the pronunciation of this or that word. There is a demand for the listener to contribute through the imagination. This inevitably leads to individual interpretations, and individual interpretations lead to a need to exchange points of view and to express opinions and ideas [3: 37].

These games, although concerned with listening, also gives rise to rich oral production.

The value of play as an educational means is the fact that having an impact on the collective of playing children the teacher through the collective has an impact on each of the children. Organizing the life of children in the game, the teacher forms not only game relations consolidating useful habits in the norms of behavior of children in different conditions and outside. Such pairs can be used in the following ways [4: 319]:

(a) The teacher instructs the students to judge whether he is saying two things that sound the same or different. Sometimes he says the contrasting pair, sometimes he says one member of the pair twice.

(b) The teacher says three items, two the same, one different, students' judge which item is the different one.

(c) The teacher says one of the pair and students indicate which one it is, either by referring to numbers (e.g. Sound 1, Sound 2), or by referring to pictures illustrating the words, or by performing an action illustrating the word, or by writing the word on the board or in their books, or by marking a choice in an arranged exercise, etc.

(d) The teacher says one of the pair and students either repeat it after him, or say both members of the pair, or say the other one. This can be done chorally, or by individual students chosen at random, or in turn rapidly round the class.

(e) The teacher says one of the pair and the students have to use the sound feature being highlighted in an utterance of their own, either orally or in writing.

(f) The teacher shows a picture, or performs an action, or gives a clue, or writes a word on the board, or holds up a flashcard, which elicits from the student either a choral or individual production of one or other member of the pair.

The use of games at foreign language lessons helps the teacher to reveal the personal potential of each student more deeply, his positive personal qualities (diligence, activity, independence, initiative, ability to work in cooperation, etc.), to preserve and strengthen the learning motivation.

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METHOD OF DEVELOPING THE SPEAKING SKILL THROUGH ONLINE LESSONS

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Abstract: Up until recently, one big problem with online courses was that it was very difficult to do speaking activities. With no audio or video live element, online language courses of as little as five or ten years ago were much more heavily weighted towards writing or discrete item testing of grammar and vocabulary. With the arrival of better and more stable video conferencing tools and (perhaps more importantly) the growing availability of internet access that can handle video and audio it is now possible to begin contemplating real-time speaking activities. The widespread use of audio and video recording software and better cameras on mobile devices also afford our learners chances to 'do' speaking asynchronously.

Key words: *E-learning, speaking ability, traditional learning, EFL, quota, face-to-face,implementation.*

Online learning is a solution to continue to carry out teaching and learning activities even though it is not done face-to-face. The effectiveness of online learning will be achieved if the prerequisites have been met, namely the availability of online media, time management and internet connection. The application of online learning at home (online) by lecturers is expected not to reduce students' understanding in receiving teaching materials/materials during lectures. However, in reality, the implementation of online learning has several obstacles, such as lecturers and students complaining about signal and quota constraints in online learning. Online learning cannot be implemented.

Students feel that there are too many assignments, even though students do not understand the learning material because the methods used are only lectures and question and answer discussions. The monotonous learning causes students to feel bored and lazy to speak and express their opinions. This impacts the lack of student understanding of the lecture material. Students are reluctant to ask questions about material that they do not understand. Whereas in online learning, students are expected to be free to express ideas that do not appear during face-to-face lecture activities because of shame, shyness, fear or even lack of good verbal skills.

Speaking tasks in the live online classroom can range from whole class 'circle' speaking activities and open pair work (guided by the teacher) to pair and small group speaking in breakout rooms if you have an online platform that can accommodate that. Setting these up often requires more time than in the face-to-face classroom, so you may find it's easier to do fewer activities and devote more time to them than to try and do lots of shorter activities. It's also worth looking at how our speaking activities can help learners develop not only their fluency in English but also the complexity of what they say. Two areas that have often been cited in helping fluency and complexity are task repetition (so, repeating the same speaking activity but with a different partner or slight variation) and allowing planning time (for example, time to brainstorm ideas, and to think and outline what you want to say).We can do some of this work asynchronously, by assigning speaking tasks that involve students recording themselves and sharing the audio

or video. Using breakout rooms can also afford us opportunities to set up the conditions for a task to be repeated. Another issue is monitoring and feedback. In the face-to-face classroom the teacher can easily circulate and make notes.

The implementation of online learning is relatively more efficient because lecturers and students can communicate easily through internet facilities on a regular basis without being limited by distance, place, and time. Online learning certainly has a positive impact that will provide benefits to each party, including: (1) Institutions can overcome the problem of class limitations. Usually, in the implementation of face-to-face lectures, there are often class shortages so that these complaints can be resolved with online lectures, (2) Lecturers can use their free time to do research and serve the community, (3) Students who study while working are certainly very helpful because lectures can be done via the internet.

The implementation of online learning does not affect students' speaking skills. This is because the mindset of students growing up makes them more appreciative of others, especially lecturers who provide learning. The courage and high initiative that students have been able to respond to the stimulus given by the lecturer. Students act as givers and receivers, not only as listeners. This learning interaction makes students play the centre in learning activities. Learning independence also affects students' speaking skills because this independence can increase understanding related to the learning material presented. Students become more enthusiastic about asking questions about the learning material in order to deepen their understanding. This, of course, can train students in expressing their opinions about the learning material that they have understood.

The implementation of online learning is relatively more efficient because lecturers and students can communicate easily through internet facilities on a regular basis without being limited by distance, place, and time. Online learning certainly has a positive impact that will provide benefits to each party, including: (1) Institutions can overcome the problem of class limitations. Usually, in the implementation of face-to-face lectures, there are often class shortages so that these complaints can be resolved with online lectures, (2) Lecturers can use their free time to do research and serve the community, (3) Students who study while working are certainly very helpful because lectures can be done via the internet during the course. This study also counseled that teachers should boost more English culture of communication in the course and inspire students to speak English with their friends.

In conclusion, using cellular phones, computers, and some educational applications can enhance the ability to speak. However, the study has some limitations. The researchers just focus on five difficult factors of speaking, and that did not figure out all other complicated aspects of whether the respondents can increase self-confidence to communicate. Hence, it is recommended for future studies that the universities should alternatively use both traditional learning and e-learning methods in teaching and studying

English language, because learners should take part in oral activities to practice regularly, exchange their thoughts in English and, the teachers hold up the task-based language teaching, and make a use of electronic instruments support the teaching and learning. It is hoped that future investigations could explore the new environment for education to help to create an interesting learning area.

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THE ROLE OF MODERN METHODS IN TEACHING ENGLISH

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Annotation: This article explores the importance of modern methods in effectively teaching English as a foreign language. It argues that educators should embrace innovative pedagogical technologies to cultivate a new generation of learners with strong social skills, independent thinking, and the ability to solve problems effectively. The article highlights the challenges educators face in adopting new methods and explores solutions to overcome these obstacles. It emphasizes the importance of creating a language learning environment and utilizing various communication techniques to enhance the learning experience.

Key words: Educator, method, innovation, technologies, intellectual, methodology, teacher, pedagogical skills, skills, educational process, foreign languages, mastering, abilities.

Introduction. In order to achieve the advanced experiences of pedagogy and achievements in educational activities, each teacher is required to have his or her own methods that he or she can apply individually and to expand and enrich and modernize them, always adapted to the times. When a foreign language teaching method is called a complex of teacher and student activities is understood, which ensures the achievement of the practical, universal, educational and developmental goals of teaching a foreign language. The term method is used in the meanings of " the sum of educational methods " and " the direction of education". The first is that in educational theory the process is used in the sense of methods, while in the second sense we can find it in works on the history of teaching methodology. For example, the translation method of Foreign Language Teaching, the correct method, the conscious - comparative method, the traditional method, the intensive method, etc. Nevertheless, the assimilation of these experiences and methods by teachers and people of the future profession is somehow difficult.

The position of an educator is especially significant in generating progressive experiences and popularizing them among their peers. In the use of innovative new methods, it is necessary to pay special attention to the extent to which the influence of these techniques in the people who are able to enrich their level of intellectuality.

The orientation of the practical activity of the teacher towards innovation provides an opportunity to put into practice the achievements achieved because of theoretical pedagogical research. It is in order to publicize the results of such studies that it is required to introduce them to the general public. Such innovations can be brought to other pedagogical Representatives by providing quick advice from specialists in the field, conducting special seminars and trainings, making speeches at conferences, and referencing series of lectures to future educators. As promoters of modern methods of extracting such languages, we can easily pick up highlighters. As the main reasons for this, we can take the following:

-the author of innovation cannot give the necessary and accurate assessment of the prospect of a particular pedagogical idea or innovation;

-the advanced educators prefer to focus on the field of education without wanting to spend time on these things.

-the idea is not always sufficiently scientifically-methodically substantiated by its creator;

-the authors meet the obstacles that are associated with the individual characteristics of themselves and their comrades in describing their innovations and ways of their introduction into practice;

- the tasks of systematic selection of innovations, monitoring, assessment of innovative ideas, technologies, enrichment of work experiences of higher education institutions are also the responsibility of members of the creative team.

By carefully mastering the achievements of the subject of methodology, a foreign language teacher achieves a clear knowledge of the norm of the student-student's accumulated language experience and its further improvement. Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages largely depends on the theoretical elaboration of the issues of the methodology of foreign language learning and the creative application of the theory in practice. Nowadays, it is necessary that users also use a variety of modern technical means when using different modern techniques of foreign language, since in language learning, nowadays, in the development of hearing, speaking and similar abilities in children, the speakers use modern techniques. Using such techniques, he will be able to inform them of information on various sites on social networks, increase the creativeness of the child by showing a demonstration of various interesting and useful rollers.

Pedagogical communication is the interaction of a teacher and an educator, which is based on the exchange of mutual information, above all educational information, helping to realize the partner of pedagogical communication, as well as the implementation of cooperative activities. In this, information is conveyed both by verbal means, speech, and by nonverbal means. In the process of pedagogical communication, the teacher should play the main role and become an example for students. It is judged by its communicative culture.

The communicative culture of a teacher is professional - pedagogical communication with the subjects of his educational and educational process. Through this dialogue, it is considered that the learner can enter the world of the learner in which the learner is teaching, and know to a thorough extent how thoroughly the data that the learner is giving. As a necessary level of communicative culture, it can be established that in this case, the teacher will be able to positively perceive his subordinates and colleagues.

A person falls into a complex psychic state at this time, because of a difficult process of learning a foreign language, especially English. In the case of a foreign language in a person, first of all, it begins to be compared with their first language. Various techniques are used in this process. Through the use of modern technologies, language is much easier to learn. The idea that the main goal of the method is the opportunity to learn to read and write by learning to speak a foreign language is formed in the manner of a practical goal. The most important of the principles included in the structure of the natural method is the creation of a language environment. For example, when learning English, it is required to equip the English language room with the latest technologies, to create an English language environment in the room. In this case, it is necessary that the developer uses

weapons with different colours, he must create this language atmosphere by attaching interesting posters within different themes to the walls of the room.

The innovative activities of the educator include the analysis and assessment of the novelty, the formation, implementation and analysis of the purpose and concept of future actions, and the assessment of efficiency. From all the above points and considerations, it can be seen that in order to achieve such positive results, the educator must resort to the next step in teaching a foreign language, that is, "exercise technology", and its practical application leads to skills and qualifications in obtaining knowledge. Methods widely used in foreign language teaching methodology are: the method of communicative didactics, the method of organizing intercultural communication, and the method of organizing an exercise. All three methods are closely related and complementary to one another. Since the science of methodology is related to the science of didactics, during the study of a foreign language, it is based on communicativity, and the method of communicative didactics occurs.

In the process of applying the method of communicative didactics, the method of forming intercultural dialogue of the educator is also formed. Foreign language learning has resulted in the culture of the other country.

Conclusion. In conclusion, in order to educate a mature generation with a high level of social culture, social fauna, independent thinking, the ability to solve their tasks without difficulty, our educators today should understand that the use of modern new innovative pedagogical Technologies is the main factor in improving the quality and efficiency of Education, which the period requires. The conclusion of the article argues that modern methods are essential for improving the quality and effectiveness of English language education. It emphasizes the importance of teachers using innovative pedagogical technologies to cultivate a new generation with strong social skills, independent thinking, and the ability to solve problems effectively.

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ADAPTATION OF THE TEACHER TO THE AUDIENCE WHEN TEACHING A FOREIGN LANGUAGE TO THE DIFFERENT AGES

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Annotation: The adaptation of teachers to their audience is crucial when teaching a foreign language to different age groups. Different age groups possess distinct learning characteristics, cognitive abilities, and motivations, which necessitates tailored teaching strategies.This article aims to provide a comprehensive understanding of the challenges and opportunities inherent in adapting language instruction to learners of different ages, offering insights into tailoring pedagogical approaches based on the distinct cognitive, emotional, and developmental needs of diverse learners.

Keywords: article,keywords,adaptation,teacher,audience,teaching foreign language different ages learning,characteristics,teaching strategies,instructional strategies

For young learners, such as preschool and early elementary school children, teachers should employ a variety of interactive and engaging activities, including songs, games, and visual aids. They should focus on developing listening and speaking skills through immersion and repetition, while gradually introducing reading and writing activities.When teaching adolescents and teenagers, teachers can incorporate more complex linguistic structures and authentic materials to stimulate critical thinking and encourage independent learning. Group activities, discussions, and project-based assignments can be effective in fostering collaboration and language production.Adult learners, on the other hand, often have specific goals and motivations for learning a foreign language. They may benefit from a more structured and goal-oriented approach. Teachers can provide opportunities for real-life language use, such as role-plays and simulations, and integrate cultural aspects to enhance their learning experience.In adapting to different age groups, teachers should also

consider individual differences within each age range, such as learning styles, prior language proficiency, and personal interests. Flexibility in teaching methods, patience, and creating a supportive learning environment are key to accommodating diverse learners effectively.Adapting language instruction to learners of different ages necessitates a comprehensive understanding of the unique challenges and opportunities inherent in this dynamic educational process.

1. Cognitive Development: Different age groups exhibit varied cognitive abilities, impacting their language acquisition and comprehension. Younger learners may require more visual aids, repetitive activities, and interactive play, while adolescents may need structured analysis, nuanced language tasks, and critical thinking exercises. Adults, on the other hand, often benefit from practical applications, real-world scenarios, and industry-specific language skills.

2. Attention Span and Engagement: Young children often have shorter attention spans, requiring varied activities and frequent breaks. Adolescents may respond better to challenging and thought-provoking tasks, whereas adults may need interactive discussions and practical application of language skills to maintain engagement.

3. Developmental Diversity: Language instructors must acknowledge the diverse developmental stages within each age group, ensuring that language instruction meets the individual growth and maturity levels of the learners.

4. Motivation and Learning Preferences: Tailoring instruction to different age groups involves understanding the diverse motivations and preferences of learners. Young children may be motivated by games, songs, and creative activities. Adolescents may be interested in exploring complex themes and expressing abstract thoughts, while adults often seek tangible language skills with real-world applicability.There are some kind of opportunities as the following:

1. Enhanced Language Flexibility: Teaching different age groups allows for a broader range of linguistic exploration, from nurturing a love for language in young learners to offering advanced analysis and nuanced discussions for adolescents and adults.

2. Cultural Sensitivity and Empathy: Adapting instruction across ages provides an opportunity to instill cultural understanding and global awareness, fostering empathy and a sense of inclusivity.

3. Development of Varied Teaching Approaches: Educators have the chance to experiment with a range of teaching methodologies, adapting to the diverse needs of learners and honing their pedagogical skills.

4. Personal and Professional Growth: Adapting language instruction across different age groups offers educators an opportunity for continuous learning, personal growth, and career enrichment, fostering a deeper understanding of the multifaceted nature of language

education.Comprehensive understanding of the challenges and opportunities inherent in adapting language instruction to learners of different ages empowers educators to tailor instruction, foster inclusive learning environments, and facilitate language acquisition that aligns with the distinct developmental, cognitive, and emotional needs of diverse learners.

Adapting language instruction to learners of different ages presents both challenges and opportunities. Language acquisition varies significantly across age groups, and instructional approaches need to consider learners' cognitive abilities, social development, and individual needs. Adapting language instruction to learners of different ages requires an understanding of their developmental characteristics, motivations, and individual needs. By addressing the challenges and leveraging the opportunities specific to each age group, language instructors can create effective and engaging learning experiences. Tailoring pedagogical approaches based on the distinct cognitive, emotional, and developmental needs of diverse learners is crucial for effective education. Recognizing that learners have unique characteristics and learning styles allows educators to design instructional strategies that cater to their individual needs. Here is a full explanation of how pedagogical approaches can be tailored to meet the cognitive, emotional, and developmental needs of diverse learners:

Cognitive needs refer to learners' mental processes, including their ability to think, reason, remember, and problem-solve. Different learners have varying cognitive abilities, and tailoring pedagogical approaches can help optimize their learning experiences.

a. Visual Learners: Visual learners benefit from visual aids such as diagrams, charts, and videos. Incorporating visual elements into instruction, such as infographics or illustrations, can enhance their comprehension and retention of information.

b. Auditory Learners: Auditory learners thrive in environments where information is presented orally. Providing opportunities for discussions, lectures, and audio recordings can help them absorb and process information effectively.

c. Kinesthetic Learners: Kinesthetic learners learn best through physical activities and hands-on experiences. Incorporating interactive tasks, experiments, and simulations can engage their senses and reinforce learning.

d. Multimodal Learners: Many learners benefit from a combination of visual, auditory, and kinesthetic approaches. Providing a variety of instructional materials and activities that encompass different modalities can cater to their diverse cognitive needs.

Emotional needs encompass learners' feelings, motivation, confidence, and overall well-being. Emotionally supportive pedagogical approaches can create a positive learning environment and enhance learners' engagement and self-esteem.

a. Recognition and Encouragement: Acknowledging learners' efforts, achievements, and progress boosts their motivation and self-confidence. Providing constructive feedback and praise can foster a positive emotional climate.

b. Individualized Attention: Recognizing and addressing each learner's strengths, weaknesses, and interests promotes a sense of value and belonging. Tailoring instruction to their individual needs helps create a supportive and inclusive learning environment.

c. Safe and Inclusive Spaces: Creating an atmosphere of respect, empathy, and acceptance allows learners to feel comfortable expressing themselves and taking intellectual risks. Encouraging open dialogue and valuing diverse perspectives fosters emotional well-being.

d. Goal Orientation: Helping learners set realistic and achievable goals empowers them to take ownership of their learning. Breaking down larger objectives into smaller, manageable tasks can boost motivation and a sense of accomplishment.

Developmental needs refer to the physical, social, and cognitive changes that learners experience at different stages of their lives. Adapting pedagogical approaches to align with their developmental needs enhances their overall learning outcomes.

a. Early Childhood: Young learners benefit from experiential, play-based activities that stimulate their curiosity and imagination. Incorporating hands-on materials, storytelling, and role-playing exercises supports their holistic development.

b. Middle Childhood: Learners in this stage are developing their cognitive abilities and social skills. Providing opportunities for collaboration, project-based learning, and problem-solving activities cultivates their critical thinking and teamwork skills.

c. Adolescence: Adolescents undergo significant cognitive, emotional, and social changes. Incorporating technology, interactive discussions, and real-life applications can make learning relevant and engaging for them.

d. Adulthood: Adult learners often have prior knowledge and experiences that can be leveraged in their learning journey. Encouraging self-directed learning, incorporating real-world examples, and providing opportunities for reflection and application support their growth and development.

By tailoring pedagogical approaches to meet the distinct cognitive, emotional, and developmental needs of diverse learners, educators can create inclusive and effective learning environments. Understanding learners' individual characteristics and preferences allows for personalized instruction, fostering engagement, motivation, and overall success in their educational journey. Adapting teaching strategies to different age groups is essential when teaching a foreign language. By recognizing the distinct learning characteristics, cognitive abilities, and motivations of each age group, teachers can create effective and engaging learning experiences. Young learners benefit from interactive and

immersive activities, while adolescents and teenagers thrive with more complex linguistic structures and collaborative tasks. Adult learners require a goal-oriented approach that incorporates real-life language use and cultural aspects. Individual differences within each age group should also be considered. By employing flexible teaching methods and creating a supportive environment, teachers can optimize language learning outcomes and promote learners' motivation and engagement. The adaptation of teachers to the audience plays a significant role in facilitating successful foreign language acquisition across different age groups.

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THE IMPACT OF GAMIFICATION IN EDUCATION

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Annotation

In this comprehensive article, the author explores the phenomenon of gamification in education, analyzing its impact on student engagement, personalized learning, collaboration, and assessment. The article highlights the effectiveness of gamified elements such as points, levels, badges, and leaderboards in motivating students and fostering a sense of achievement. It also discusses how gamification can provide personalized learning experiences by adapting to individual student needs and preferences, thus promoting autonomy and mastery. Moreover, the article emphasizes the importance

of collaboration and social interaction in gamified learning environments, as well as the benefits of instant feedback and assessment. However, the author also acknowledges the challenges and ethical considerations associated with gamification, including the risk of prioritizing extrinsic rewards over intrinsic motivation and the potential for reinforcing stereotypes. Finally, the article explores promising applications and future directions for gamification in education, envisioning a future where technology enables even more immersive and impactful learning experiences. Overall, this article serves as a comprehensive guide to understanding the potential of gamification as a transformative tool in education.

Key words: gamification, collaboration, assessment, feedback, Ethical consideration, student motivation, intrinsic reward,challenges, technology.

Introduction

In the ever-evolving landscape of education, where traditional methods often struggle to capture the attention of modern learners, the integration of technology has become more than just a trend; it's a necessity. Amid this digital revolution, one of the most exciting and promising developments to emerge is gamification. By infusing elements of gameplay into educational activities, gamification has transformed the learning experience, turning it into a dynamic and engaging journey akin to play.

In this article, we delve into the transformative power of gamification in education, exploring its multifaceted impact on student engagement, learning outcomes, and the overall educational paradigm. From captivating students' attention to fostering collaboration, personalization, and meaningful feedback, gamification represents a paradigm shift in how we conceptualize and approach education in the 21st century.

Drawing on principles from game design, psychology, and pedagogy, educators have embraced gamification as a means to revolutionize traditional teaching methods and meet the diverse needs of today's learners. By incorporating elements such as points, levels, badges, and leaderboards, educators can create immersive learning experiences that not only captivate students' attention but also motivate them to actively participate and excel.

However, the journey towards effective gamification in education is not without its challenges and ethical considerations. As we harness the power of games to inspire and empower learners, we must also navigate issues such as the balance between intrinsic and extrinsic motivation, the risk of reinforcing stereotypes, and the imperative to promote equity and inclusivity.

Despite these challenges, the potential of gamification to revolutionize education is immense. As technology continues to advance, so too will the possibilities for gamified learning experiences. From virtual reality simulations to augmented reality adventures, the future of education is brimming with excitement and promise.

In the pages that follow, we explore the myriad ways in which gamification is reshaping the educational landscape, from personalized learning experiences to

collaborative adventures and beyond. Join us on this journey as we unlock the transformative potential of gamification in education and pave the way for a brighter future for learners everywhere.

Engagement Through Play:

Traditional classroom settings often struggle to maintain student engagement, especially in an era where attention spans are dwindling and distractions are abundant. Gamification addresses this challenge by tapping into the innate human desire for challenge, achievement, and competition. By incorporating elements such as points, levels, badges, and leaderboards, educators can create a dynamic learning environment that motivates students to actively participate and strive for excellence.

Personalized Learning Experiences:

One of the key advantages of gamification is its ability to tailor learning experiences to individual students' needs and preferences. Through adaptive algorithms and branching scenarios, educational games can adjust the difficulty level based on each student's proficiency, providing targeted support and scaffolding where needed. This personalized approach not only ensures that every student is appropriately challenged but also promotes a sense of autonomy and mastery over their learning journey.

Fostering Collaboration and Social Interaction:

Contrary to the misconception that gaming is a solitary activity, many educational games are designed to encourage collaboration and social interaction among students. Whether through multiplayer competitions, team-based challenges, or cooperative quests, gamification fosters a sense of camaraderie and community in the classroom. By working together to solve problems and achieve common goals, students develop essential interpersonal skills such as communication, teamwork, and empathy, which are invaluable both inside and outside the classroom.

Instant Feedback and Assessment:

One of the most powerful features of gamification is its ability to provide instant feedback and assessment. Unlike traditional assessment methods, which often come at the end of a learning unit and may be perceived as punitive, gamified feedback is immediate, continuous, and non-threatening. Whether through visual cues, audio prompts, or real-time progress trackers, students receive timely reinforcement for their efforts and can quickly identify areas for improvement. This formative feedback loop not only enhances learning retention but also empowers students to take ownership of their learning and make informed decisions about their next steps.

Addressing Challenges and Ethical Considerations:

While the benefits of gamification in education are undeniable, its implementation is not without challenges and ethical considerations. Concerns have been raised about the potential for gamified learning to prioritize extrinsic rewards over intrinsic motivation, leading to superficial engagement and dependency on external incentives. Additionally, there is a risk of reinforcing stereotypes and perpetuating inequality if game mechanics

inadvertently favor certain demographics or learning styles over others. To mitigate these risks, educators must approach gamification thoughtfully, ensuring that game design aligns with pedagogical goals, promotes equity and inclusivity, and encourages intrinsic motivation through meaningful experiences and authentic learning opportunities.

Promising Applications and Future Directions:

As technology continues to evolve, so too will the possibilities for gamification in education. From immersive virtual reality simulations to interactive augmented reality experiences, the future of gamified learning is brimming with potential. Moreover, as our understanding of cognitive science and motivation deepens, educators will be better equipped to design games that leverage intrinsic motivators such as curiosity, autonomy, and mastery, thereby transcending the limitations of external rewards. Ultimately, the integration of gamification into education represents not only a shift in pedagogical practice but also a paradigm shift in how we perceive the intersection of play and learning. By harnessing the power of games to inspire, empower, and educate, we can cultivate a generation of lifelong learners who approach challenges with creativity, resilience, and a sense of adventure.

CONCLUSION

In the journey to reimagine education for the 21st century, gamification emerges not just as a tool, but as a transformative force. By seamlessly blending the principles of game design with educational objectives, gamification has unlocked new avenues for engagement, collaboration, and personalized learning.

As we reflect on the myriad benefits and challenges of gamification, it becomes clear that its impact extends far beyond the confines of the classroom. By captivating students' attention, fostering intrinsic motivation, and promoting collaboration, gamification equips learners with the skills and mindset needed to thrive in an ever-changing world.

Moreover, as technology continues to evolve, so too will the possibilities for gamified learning experiences. From immersive virtual reality simulations to interactive augmented reality adventures, the future of education is limited only by our imagination.

However, amidst the excitement and innovation, it is essential to remain mindful of the ethical considerations and challenges inherent in gamification. As we harness the power of games to inspire and empower learners, we must ensure that our practices are inclusive, equitable, and aligned with the principles of effective pedagogy.

Ultimately, the integration of gamification into education represents not only a shift in practice, but a paradigm shift in how we perceive the intersection of play and learning. By embracing gamification as a catalyst for positive change, we can cultivate a generation of lifelong learners who approach challenges with creativity, resilience, and a sense of adventure.

As we embark on this journey, let us seize the opportunity to harness the transformative potential of gamification and pave the way for a brighter future for education, one where learning is not just a task, but a joyful and meaningful adventure.

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EFFECTIVE STRATEGIES FOR TEACHING ENGLISH AS SECOND LANGUAGE (ESL) LEARNERS

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Abstract: teaching English as Second Language (ESL) learners presents unique challenges and opportunities for educators. This article explores effective strategies for enhancing the language learning experiences of ESL learners, with a focus on fostering language acquisition, building cultural competence, and promoting inclusive learning environments. Drawing on research-based practices and practical insights, the article provides educators with valuable guidance on designing engaging and impactful ESL instruction that meets the diverse needs and preferences of learners. By embracing innovative pedagogies, leveraging technology, and fostering collaboration among students, educators can create dynamic and empowering learning experiences that support ESL learners in achieving their language learning goals.

Key Words: ESL learners, language acquisition, cultural competence, inclusive learning environments, innovative pedagogies, technology-enhanced instruction.

Teaching English as Second Language (ESL) learners requires educators to adopt a multifaceted approach that addresses linguistic, cultural, and social dimensions of language learning [1.89]. With the increasing diversity of ESL learners in educational settings, it is essential for educators to employ effective strategies that promote language acquisition and foster a supportive learning environment. This article explores key strategies for teaching ESL learners, drawing on research findings and best practices in language education. Teaching ESL learners involves addressing a wide array of linguistic, cultural, and social factors that influence language acquisition. As educators strive to meet the diverse needs and preferences of ESL learners, it is essential to adopt a flexible and adaptive approach that accommodates varying proficiency levels, learning styles, and cultural backgrounds [2.80]. This article aims to provide educators with practical guidance and evidence-based strategies for designing and implementing effective ESL instruction that promotes language development, cultural competence, and inclusive learning environments.

Central to effective ESL instruction is the facilitation of language acquisition through meaningful and contextualized learning experiences. Research suggests that language learning is most successful when learners are actively engaged in authentic communication tasks that reflect real-world language use [3.24]. Therefore, educators should design activities that encourage interaction, collaboration, and reflection, allowing ESL learners to practice and apply their language skills in authentic contexts. Furthermore, providing many opportunities for meaningful language input and feedback is essential for supporting ESL learners in developing their linguistic proficiency [4.36]. Teaching ESL learners involves a nuanced understanding of language acquisition processes and the ability to create rich and engaging learning experiences that promote linguistic development. By incorporating communicative and task-based approaches into instruction, educators can create opportunities for ESL learners to use language in meaningful and purposeful ways. Additionally, providing scaffolded support and timely feedback can help ESL learners build their language skills and confidence over time.

In addition to linguistic proficiency, ESL learners must also develop cultural competence to navigate diverse social and cultural contexts effectively. Educators play a critical role in fostering intercultural awareness and understanding among ESL learners by integrating cultural content and perspectives into language instruction [5.56]. Through exposure to authentic cultural materials, discussions, and activities, ESL learners gain insights into the cultural norms, values, and practices of English-speaking communities, enhancing their ability to communicate and interact across cultural boundaries [6.54]. Teaching ESL learners involves more than just teaching language; it requires educators to foster an appreciation for cultural diversity and promote intercultural understanding among students. By integrating cultural content and perspectives into ESL instruction, educators can help students develop the knowledge, skills, and attitudes necessary to interact respectfully and effectively in multicultural settings. Additionally, creating opportunities

for cross-cultural exchange and collaboration can enrich the learning experiences of ESL learners and promote empathy, tolerance, and global citizenship.

Creating inclusive learning environments is essential for supporting the diverse needs and preferences of ESL learners. Educators should strive to create a classroom culture that values diversity, equity, and inclusivity, where all learners feel respected, valued, and empowered to participate. This may involve implementing differentiated instruction strategies, providing accommodations and support services, and fostering a sense of belonging and community among ESL learners. Furthermore, leveraging technology can enhance inclusivity by providing flexible learning opportunities and facilitating communication and collaboration among students from diverse linguistic and cultural backgrounds. Teaching ESL learners requires educators to be proactive in addressing the diverse needs and preferences of students and creating a learning environment that is welcoming, supportive, and inclusive [7.66]. By implementing inclusive teaching practices and promoting a culture of respect and acceptance in the classroom, educators can create an environment where all students feel valued and empowered to succeed. Additionally, fostering a sense of belonging and community among ESL learners can enhance motivation, engagement, and academic achievement.

Innovative pedagogies and technology offer valuable tools and resources for enhancing ESL instruction and promoting student engagement and learning outcomes. Project-based learning, flipped classrooms, and experiential learning activities provide ESL learners with opportunities to engage with authentic language use in meaningful contexts [8.44]. Additionally, technology-enhanced instruction, such as multimedia presentations, online simulations, and virtual reality experiences, can enrich ESL instruction by providing interactive and immersive learning experiences that cater to diverse learning styles and preferences. Teaching ESL learners involves embracing innovation and leveraging technology to create dynamic and engaging learning experiences that meet the diverse needs and preferences of students. By incorporating innovative pedagogies and technology-enhanced instruction into ESL instruction, educators can create opportunities for active learning, collaboration, and creativity. Additionally, technology can provide valuable resources and support for ESL learners, including language learning apps, online tutorials, and virtual language exchange platforms.

In conclusion, effective ESL instruction requires educators to adopt a holistic approach that addresses the linguistic, cultural, and social dimensions of language learning. By fostering language acquisition, building cultural competence, and promoting inclusive learning environments, educators can empower ESL learners to succeed academically and thrive in a multicultural and interconnected world. By embracing innovative pedagogies and leveraging technology, educators can create dynamic and engaging learning experiences that inspire ESL learners to reach their full potential.

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EFFECTIVE WAYS OF IMPROVING GRAMMAR THROUGH WRITING DICTATIONS

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ABSTRACT

This article highlights several ways to learn English effectively and some of the modern learning technologies in language learning as well.

Keywords: Language, English, independent language learning, educational technologies, project, interest, activity, interactive methods.

INTRODUCTION

Working as a trainee in a primary school gave me the chance to see personally how crucial it is for young students to acquire solid grammatical skills. Writing dictations is

one efficient way to improve grammar that I have seen. I'll give a practical example of how writing dictations might aid in primary school pupils' grammatical mastery in this article.

Understanding Dictation

In the dictation technique of language learning, students listen to a passage read aloud and then write down every word. It supports the growth of a variety of language abilities, such as spelling, grammar, vocabulary, and listening comprehension. Learners must actively engage with the language throughout the process by paying great attention to elements like sentence structure, punctuation, and word order.

The capacity of dictation to teach grammar rules in a useful situation is one of its main advantages. Through practice and repetition, learners absorb proper grammar usage by writing out sentences and paragraphs. Dictations also give students instant feedback, enabling them to spot and fix mistakes in real time.

The Process of Writing Dictations

It is simple to run a dictation session, either in a group or an individual setting. Here's a detailed how-to:

1. Select an appropriate text: Choose a text that relates to the learners' interests or learning objectives and is appropriate for their level of skill.
2. Read the passage aloud: Pay close attention to the right pronunciation and tone as you read the passage slowly and clearly.

3. Give students time to write down what they heard by pausing after reading each sentence or paragraph.

4. Review and edit: Go over the passage as a group after finishing the dictation and make any necessary corrections. Talk about grammatical rules and offer clarifications as necessary

5. Reflect and revise: Motivate students to consider what went wrong and make necessary corrections to their work[42]. To help with learning reinforcement, repeat the dictation practice with several texts.

Grammar Focus Areas

Exercises using dictation can focus on a variety of grammar ideas, such as: Use of punctuation correctly: using quotation marks, commas, periods, etc. - Verb tenses: Use the past, present, and future tenses correctly in your sentences. - Subject-verb agreement: Verifying that the number and person of subjects and verbs agree.

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[42] Alicia Pedros. Markus Biechele.Didaktik der Landeskunde.Berlin." Langenschheidt 2003.

Sentence structure: Putting together coherent, grammatically sound sentences. For instance, a punctuation-focused dictation can have phrases with a variety of punctuation marks, making it difficult for students to utilize them effectively. Similar to this, sentences requiring the use of past, present, and future tense verbs may be included in a dictation that focuses on verb tenses.

Common Grammar Mistakes and How to Correct Them

When practicing dictation, students could make common grammatical errors like these:

- Missing or incorrect punctuation
- Misuse of tenses or improper verb forms
- Errors in subject-verb agreement
- Run-on phrases or sentence fragments

Give advice on the relevant grammar rules and comments to rectify these errors. Urge them to look for patterns in their mistakes and to do specific exercises to strengthen their weak points.

Incorporating Feedback and Self-Assessment

When using dictations to improve grammar, feedback is crucial. Students should be encouraged to ask for comments from peers, teachers, or language exchange partners. Encourage learners to review their own dictations, spot mistakes, and make autonomous corrections to further promote self-assessment.

Variations and Extensions

Exercises involving dictation can be modified and tailored to fit various learning contexts and skill levels. Here are a few alterations and additions:

- Dictation games: By adding tasks or contests, you may make practicing dictation into an entertaining and engaging game.

- Dictation dictation: To improve speaking and listening abilities, have students dictate texts to one another.

- Dictation dictation: To improve speaking and listening abilities, have students dictate texts to one another.

Technology Tools for Dictation Practice

Technology can improve dictation practice by giving users access to interactive exercises, audio recordings, and real-time feedback. The following are a few well-liked dictation practice tools and apps:

- Speech recognition software: Gives students the ability to dictate words aloud and get immediate accuracy feedback.

- Apps for language learning: Include dictation exercises in the curriculum in addition to other exercises covering grammar and vocabulary.

- Online dictation platforms: Offer a collection of dictation passages with different degrees of difficulty that are appropriate for students of all ages and skill levels.

Real-World Applications

The grammatical abilities developed via dictation practice are useful in a variety of situations:
- Academic writing: Well-written essays, research papers, and reports require proper grammar.

- Professional communication: Effective communication in the workplace requires writing that is clear and succinct.

- Personal correspondence: Proper grammar improves the readability and impact of any message, whether it be sent via social media, email, or letter.

A useful and entertaining technique for enhancing grammar proficiency is to write dictations. Learners can boost their confidence in speaking and gain a deeper comprehension of grammar principles by adding dictation practice to their language study regimen. So why not attempt dictation and increase your command of grammar?

Grammar rules are naturally annoying for children. Psychology has been proven to be full of enthusiasm for younger children. So, the grammar material to be offered to children is primarily fun and understandable for children. It is most effective to use songs in order for the material to be enjoyable.[43] The music is pleasing to every young person. Through the singing, children can not only teach lexicon but also grammar. For example, What color is it? Throughout the ensemble, children can learn how to color the English language and answer it. What color, what color, what color is it? It's red, it's red, red, red, red. What color, what color, what color is it? It's blue, it's blue, blue, blue, blue. What color, what color, what color is it? It's yellow, it's yellow, yellow, yellow, yellow. What color, what color, what color is it? It's green, it's green, green, green, green.

The children will learn the color structure and answer the question by telling them to repeat themselves. Then, in order to strengthen it, they get the subject matter they want in the classroom, and they can answer the question as if they were singing in the classroom. When it's grouped into teams, children's interest faster and faster. This song is just one of thousands of songs. English-language songs for children contain grammatical structures.

Foreign languages with the opening of borders and expansion of international relations teaching is one of the most important and urgent problems of methodological science is turning Social order of society in the field of foreign language learning At

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[43] Рогова Г. В. и др, Методика обучения иностранным языкам в средней школе. Москва "Просвещение", 1991.

present, tolerance towards representatives of other nations and cultures, i.e specialists with all kinds of competences: linguistic, communicative, linguistic, cultural, socio-cultural and intercultural. Cultures the ability to enter the dialogue, the mentality of the country of the language being studied, national It implies knowing the characteristics, customs and culture. Teach students to learn foreign languages at school or university the main goal is consistent and systematic development of speech activity, in particular: speaking, includes writing, reading and listening. Speech activity is through the language system transmission and reception of messages that are expressed and depend on the communication situation is an active, purposeful process of doing.[44]

The grammar-translation method places great emphasis on grammar. Grammaticus the basis of the complex of educational material and its appropriation of the educational goal forms the basis. Whoever took over the grammar was considered to have acquired a foreign language. A special place is also given to the translation. Whoever can correctly translate, it means that he has a foreign language Calculated Knowing. If we look at the textbooks created on the basis of GTM, then in the textbook initially a text on any topic is given. One or two exercises related to the text are given. And the exercises consisted of: narrate the text or ask questions answer, in style. From simple to complex to bring the text to full oral speech directed exercises did not exist. Then a certain grammatical rule is given. All exercises are focused on the grammatical rule. Exercises to sequence level also completely ignored. In addition to reading in the method of grammatical translation and great emphasis was placed on writing. As a result, speech and hearing have become underdeveloped. For this reason, the oral speech of students educated by the method of grammatical translation was not developed. Educational resources of a foreign culture through the study of foreign languages and by getting to know their values and practicing them in their cultural life, a person it should be noted separately that the personality develops. Students in English classes are new in the development of oral speech effective use of pedagogical technologies, providing information to student-youth and the methods of innovation of information related to it, give tools readers it is of great importance in the development of speech.

CONCLUSION

It is desirable for elementary school children to learn English grammar with pleasure. However, it should be noted that as an interesting and effective way to teach grammar to children, all of the activities listed above should be used to explain the grammatical material of the instructor, and then use them to clarify and reinforce the material. Grammatical translation when teaching English lessons through the method, students-young people can have some information, but after the lesson, they will learn more new information, the result of which will motivate them to independently search. It also

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[44] Berman I. M. (2020) Reading as a subject of education and as a psycholinguistic process. - In the book: Methods of teaching a foreign language at the university.

provides students with the opportunity to memorize reading, thematic terms that are considered important in English. Such classes offer student-youth knowledge from intermediate to advanced level causes rise. This is done by reading student-young people out of class, oral small making a presentation is significant in that it increases the chances of writing.

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MODERN METHODS OF TEACHING FOREIGN LANGUAGES

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Annotation: *This article describes the history of the development of foreign languages, modern methods and approaches to teaching them, their impact on the educational process, and the enrichment of the educational process through the use of modern technologies in foreign language teaching.*

Keywords: *foreign language, modern methods, technologies, qualification, quality of education, qualification*

Introduction. Today, our society has undergone significant changes in the process of teaching foreign languages. In the process of globalization, knowledge of a foreign language is becoming more important than ever.

Today's young people live in a time when information and education are much more free and diverse thanks to the development of modern technologies. now, not limited to textbooks and lectures, there are opportunities to use modern technologies that make learning foreign languages more convenient, effective and interesting, i.e. mobile devices, video conferences and other tools.

The modern approach to teaching a foreign language is focused on the active participation of students, and sets the task of developing communication skills that allow the use of language knowledge in various situations.

The methodology of teaching a foreign language as a science has more than 200 years of history. During this period, it can be observed that different attitudes were expressed to the foreign language teaching methodology. One of these views belongs to Academician L.V. Shjerba. In his opinion, although the methodology of teaching any subject is a science, it is not considered a theoretical science.

It solves practical issues. If linguistics deals with the origin and laws of movement of language phenomena, then the methodology is based on these laws and necessary language phenomena answers the question of what to do for practical use. Academician L.B. Shjerba and his mentor, linguist I.A., with the issue of language teaching methodology in Russia. Baudouin-de-Courton and their students were involved.

We know that today it is difficult to imagine improving the quality and efficiency of foreign language teaching without modern computers and information tools to do must be taught. Of course, this result can be achieved only through the correct organization of the lesson and the extensive use of advanced modern technologies. The innovative activity of the pedagogue includes the analysis of the innovation and its assessment, the formation, implementation and analysis of the purpose and concept of the movement, and the evaluation of the effectiveness.

In the following years, conducting tests in teaching foreign languages became popular. The reason for its wide and rapid spread can be seen from the fact that the test is convenient for controlling students' speech skills and abilities in a short period of time. it was tried in practice that the tests were conducted before and after the experiment. Another one of the auxiliary research methods for analysis is timing. The amount of time spent on learning a language or mastering certain speech units is called timing. Timing is carried out in different ways according to the research program. for example, recording on tape, listening and observing is one of the important methods used in learning foreign languages.

Communicative language teaching (CLT) emphasizes realistic communication as the main goal of this approach to language learning. CLT focuses on interactive activities such as group discussion, role play, and problem solving situations. These tasks encourage learners to engage in meaningful conversations.

Communicative language teaching activities.

What are the general activities for applying the principles of communicative language learning in your courses? First, let's look at some common CLT activities that you cannot ignore in your language lessons. Communications: any real communication situation where information is exchanged in authentic language. For example, asking for information about how to get to places or about an event.

❖ **Role playing:** a core activity of the communicative approach that allows students to "process" the target language without risk. This is best done by creating a

context that makes the students comfortable and dividing them into pairs so that everyone has as much speaking time as possible.

❖ **Sharing of opinions:** In this type of activity, students share their beliefs, opinions and values. information on a specific topic in the target language.

❖ **Information gap:** It can be said that the purpose of communication is mostly to get information that we do not know. In the knowledge gap activity, students try to communicate for information. Again, elements of role playing can be introduced and thus this is a way of incorporating playfulness into language learning.

Content-based instruction (CBI) is an approach that combines language learning with the study of meaningful content such as history, science, or literature. by integrating the language instruction with the topic, they acquire language skills while at the same time deepening their knowledge in the structural field chosen by the learner. CBI fosters interdisciplinary thinking, critical analysis, and effective communication within meaningful contexts, which encourages a holistic approach to language acquisition.

Flipped classroom: This method involves changing the traditional classroom model by moving direct instruction online and assigning it as interactive activities. have the opportunity to use video, podcast or online modules, to them helps to understand basic concepts in advance. During the lesson, teacher pay special attention to individualization. The backward learner maximizes class time for practice, collaboration, and active learning, promoting a learner-centered approach. Language teachers address the diverse needs and learning styles of today's language learners. to create a learning environment using these methods. Summary. Learning a foreign language is a multifaceted teaching, and in this process a person experiences complex psychological changes. In particular, the process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. learning a foreign language with the help of modern pedagogical technologies gives a very effective result. In short, methods and technologies are important in the process of learning foreign languages.

The conclusion of the article emphasizes the importance of modern methods and technologies in foreign language learning. It argues that traditional methods are no longer sufficient, and that incorporating technology and interactive activities like flipped classrooms and communicative language teaching can make learning more engaging and effective. The article concludes by stating that using a variety of methods and technologies is crucial for success in foreign language acquisition.

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USING TEXT-BASED APPROACH IN TEACHING READING AT SECONDARY SCHOOL CHILDREN

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Annotation: This article aims to help students become proficient and independent readers who can effectively understand and interpret a variety of texts. The text-based approach in teaching reading at the secondary school level involves using written materials as the primary focus for developing students' reading skills. It also shows how effects on motivating students to learn reading comprehension.

Key words: Text-based approach, secondary school, reading comprehension, advantages and disadvantages.

Annotatsiya: Ushbu maqola talabalarga turli matnlarni samarali tushuna oladigan va sharhlay oladigan malakali va mustaqil o'quvchilar bo'lishga yordam berishga qaratilgan. O'rta maktabda o'qishga o'rgatishda matnga asoslangan yondashuv o'quvchilarning o'qish malakalarini rivojlantirishning asosiy yo'nalishi sifatida yozma materiallardan foydalanishni nazarda tutadi. Shuningdek, u o'quvchilarni o'qishni tushunishda o'quvchilarni undaydigan qanday ta'sir borligini ham ko'rsatib beradi.

Kalit so'zlar: Matnga asoslangan yondashuv, o'rta maktab, o'qishni tushunish, afzalliklari va kamchiliklari.

Аннотация. Цель этой статьи – помочь студентам стать опытными и независимыми читателями, способными эффективно понимать и интерпретировать различные тексты. Текстовый подход в обучении чтению на уровне средней школы предполагает использование письменных материалов в качестве основного средства развития навыков чтения у учащихся. Он также показывает, как это влияет на мотивацию учащихся к пониманию прочитанного.

Ключевые слова: Текстовый подход, средняя школа, понимание прочитанного, преимущества и недостатки.

Introduction. Through the instruction of vocabulary and structure, the reading component of the previous curriculum forced the pupils to practice language elements they had already encountered. Reading was thought to be the best way to practice and see these linguistic elements represented. Understanding and communicating the messages and information found in the text are overlooked in this approach.

Reading instruction in this day and age is teacher-dependent. The best people to come up with ideas for creating reading techniques are teachers. Teachers should set up their students to read at a higher level of comprehension in order to do this. They ought to make it easier for students to read and comprehend the contents. After that, the instructor can help the pupils with their strategy training during the three phases of reading instruction. This includes: pre-reading, while reading and post reading.

Reading instruction is handled correctly in both the English curriculum from 1994 and the upcoming Competency-Based Curriculum of English for Secondary Schools. Its focus is on imparting practical reading abilities, like the ability to recognize specific information included in a text. Reading is not taught separately from the other skills in this orientation. For instance, we occasionally debate or summarize the reading's content with others after finishing a work in order to share what we have read. Reading and writing can potentially be integrated through this exercise. In this context, it is very beneficial for us to develop learning and teaching strategies that help our students possess and develop their strategic reading as well as develop integration among language skills. In this paper, we would address this issue.

Objectives of The Teaching of Reading in Secondary School.

Reading English is an important skill that students need to learn. In reality, students reading a text at school often have difficulties to understand and comprehend its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results.

Teaching reading is not easy because the teachers not only have to get the students to read the text but also, they have to think how the students can comprehend all the aspects of English in it.

The objective of teaching reading in high school is to develop the students' reading skills in order to read texts effectively and efficiently. Ariwiyati (1997) asserts that the specific objectives of reading are:

a)   to enable the students to develop basic comprehension skills so that they can read and understand texts of a general nature.

b)   to use reading to increase their general knowledge;

c)   to decide about reading purpose;

d)   to adapt their strategies of reading;

e)   to develop their ability;

f)   to read critically.

Based on these, a teacher must have a good technique to build the motivation of students to learn and memorize vocabulary. When we investigate the objectives of the teaching of reading in the 1994 English Curriculum and the coming Competence-Based Curriculum of English for Secondary School, we could say that the primary purposes of reading are reading for information or intensive reading. This can be seen in the following objectives for reading as stated in the curriculum.

Students are able to read texts in the forms of narration, description, dialog, and other genres like time tables, brochure, menu, diary, form, letter to:

Get a particular information;
• Get a general information about the text;
• Identify the main idea explicitly;
• Identify the main idea implicitly;
• Get the details of information about the text;
• Identify word, phrase, and sntence meanings based on the contexts

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Materials and methodology. Materials of text-based reading are: textbooks, novels and literature, short stories and poetry, newspapers and magazine articles, online articles and resources, graphic novels and comics.

The methodology of the text-based approach typically includes the following components:

Selection of appropriate texts: Teachers select texts that are age-appropriate and aligned with the students' reading level and interests. These texts may include fiction, non-fiction, poetry, and other literary genres.

Pre-reading activities: Before students start reading the text, teachers often engage them in pre-reading activities such as discussing the title, making predictions, or brainstorming related topics. This helps to activate students' prior knowledge and generate interest in the text.

Close reading: Students read the text carefully and critically, with a focus on understanding the author's purpose, main ideas, and supporting details. Teachers may guide students through close reading strategies such as annotating the text, identifying literary devices, and asking probing questions.

Text analysis: Teachers facilitate discussions and activities that help students analyze the text in depth, focusing on elements such as character development, plot structure, theme, and tone. Students may also compare and contrast different texts or examine the historical and cultural context of the text.

Vocabulary development: The text-based approach often includes explicit instruction in vocabulary, with a focus on helping students understand unfamiliar words through context clues, word analysis, and word relationships.

Comprehension strategies: Teachers help students develop and practice a variety of comprehension strategies, such as summarizing, making inferences, predicting outcomes, and evaluating the author's perspective.

Writing activities: Students may be engaged in writing activities that connect to the text, such as responding to prompts, creating their own narratives, or analyzing and critiquing the text.

Assessment: Teachers use a variety of formative and summative assessments to monitor students' progress in reading comprehension, vocabulary acquisition, and critical thinking skills.

Overall, the text-based approach emphasizes the importance of exposing students to a wide range of written texts and engaging them in meaningful and thoughtful interactions with those texts. By incorporating a variety of reading and analysis strategies, this methodology aims to help students become proficient, independent readers who can effectively comprehend and analyze a wide range of texts.

Results. The utilization of a broad variety of reading materials, such as novels, short tales, poetry, newspapers, and articles, is one of the main components of the text-based approach. Students can increase their vocabulary, have a better knowledge of various writing styles, and cultivate a greater appreciation for literature by being exposed to a variety of works. Additionally, the text-based method gives pupils the chance to evaluate and comprehend written materials, which enhances their reading comprehension skills. Students gain the ability to recognize key concepts, develop conclusions based on the text's evidence, and draw conclusions from inferences by working through difficult texts.

Additionally, the text-based approach pushes students to participate in debates and conversations regarding the ideas and messages presented in the texts they are reading. This develops analytical and critical thinking abilities as well as a deeper comprehension of the fundamental problems raised in the literature.

Furthermore, the text-based method makes it possible to incorporate social studies, science, and history within the reading curriculum. Through the use of interdisciplinary approaches, students are better able to draw connections between diverse subjects and comprehend how different facets of society and the wider world are reflected in or influenced by written works.

Additionally, by giving students access to a greater variety of reading materials, interactive tools, and multimedia resources that can improve the learning experience, the use of technology and digital resources can improve the text-based method.

Discussions. Close reading and analysis are common components of text-based learning, which can help students become more adept at understanding and interpreting complicated written content. This can also aid in the development of their critical thinking skills on the themes and messages in the book, which will result in a more thorough comprehension of the subject matter.

Additionally, because students can select books that interest them and are appropriate for their reading level, a more tailored learning experience is made possible by the text-based approach to reading instruction. This can motivate students to become lifelong learners and cultivate a love of reading.

When teaching reading to secondary school pupils with a text-based approach, there are, nevertheless, possible drawbacks to take into account. For instance, certain kids could find it difficult to relate to specific texts or to read comprehension. In order to help children overcome these obstacles and advance their reading abilities, teachers can offer scaffolding and support.

In conclusion, teaching reading to secondary school students through a text-based method can be a useful strategy for capturing their interest in the subject matter, encouraging the development of critical thinking abilities, and offering a customized learning environment. Through thoughtful selection and integration of diverse texts into the curriculum, educators can foster in pupils a lifelong love of learning as well as critical reading abilities.

Conclusion. In conclusion, teaching reading to secondary school students through a text-based method can be a very successful way to help them develop their analytical, critical thinking, and comprehension skills. Teachers can enable students to think critically about the world around them and develop a deeper understanding of literature by involving them in the analysis and interpretation of complicated works. Furthermore, this method can assist students in acquiring critical abilities including close reading, analyzing textual evidence, and effective communication. All things considered, a text-based approach can give pupils the skills they need to become avid readers for life and considerate, active citizens.

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TALABALARDA LINGVISTIK KOMPETENTLIKNI SHAKLLANTIRISHNING USUL VA VOSITALARI

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Annotatsiya: Ushbu maqola innovatsion texnologiyalar vositasida nofilologik ta'lim yo'nalishi talabalarida lingvistik kompetentlikni shakllantirishda foydalanilgan usul va vositalarni ko'rib chiqadi.

Kalit so'zlar: innovatsion texnologiyalar, kompetentlik, kompetentsiya, lingvistika, virtual texnologiyalar, mahorat.

Zamonaviy ta'lim, xususan, oliy ta'lim tizimi axborotdan keng ko'lamda foydalanish va zarur shart-sharoitlar bilan ta'minlashni o'z oldiga maqsad qilib qo'ygan. Uzoq muddatli ish – zamonaviy ta'lim jarayonining ma'nosidir, shu jumladan lingvistikada ham. Xorijiy tillarni o'qitish jarayonida o'quv axborotlarini uzatish vositasi sifatida faol kompyuterlashtirish zamonaviy axborot texnologiyalari imkoniyatlariga javob bermaydigan an'anaviy o'quv jarayonini doimiy ravishda takomillashtirib boradi, degan fikr ilgari suriladi.

Innovatsion ta'lim va innovatsion borliqdan iborat model bilimlarni egallashni interfaol olib borish va lingvistik kompetentlikni barqaror shakllantirish imkonini yaratadi. Turli materiallardan foydalanish: video va audio ma'lumotlar (lingvistik kompetentlikni shakllantirish uchun yadro sifatida bilim bazasi (gipermatnli ma'ruzalar); test ma'lumotlari banki (nazorat va sertifikatlash testlari), o'qituvchi va test dasturlari bilan hisobot, mustaqil ish yordamida innovatsion borliq ta'lim vazifalarini o'rganish va loyihalashdan iborat [1;200].

Zamonaviy ta'limdagi yangi shakllardan biri innovatsion voqelik bo'lib, uning asosida yangi bilim va ko'nikmalarni egallash mumkin. Innovatsion texnologiya sifatida axborot yondashuviga asoslangan va multimediya texnologiyalari bilan chambarchas bog'liq. "Innovatsion" hodisa sifatida o'ziga xoslikka ega. Innovatsionlik quyidagilarni: innovatsion axborot maydoni, innovatsion axborot makoni, innovatsion ta'lim modellari, innovatsion ta'lim texnologiyalari, innovatsion axborot tuzilmalari, axborotning o'zaro ta'sirini o'z ichiga oladi. Yuqoridagilar innovatsionlikning ajralmas qismi sifatida ta'lim texnologiyalari shakllanishini belgilab beradi. Innovatsion modellashtirish va innovatsion texnologiyalar vizual tasavvurlarni ob'ektiv borliq bilan bog'lash uchun yangi omillarni yaratadi. Bu omillar: makon ko'lami, vaqt ko'lami, vaqtni orqaga qaytarish, noreal vaziyatlarni modellashtirish va boshqalar sanaladi [4;216].

Innovatsion texnologiyadan foydalanishda talabalar lingvistik kompetentligini shakllantirish jarayonida quyidagilarga puxta tayyorgarlik ko'rish talab etiladi: dasturiy ta'minot, reja, dasturlarni boshqarish uchun o'quv qo'llanmalar, ko'rsatmalarni individuallashtirish, o'qituvchilarning maxsus tayyorgarligi. Innovatsion texnologiyalari ijtimoiy-madaniy hodisa sifatida, uchinchi ming yillikning intellektual dunyosi, madaniyati va ma'naviyatiga ta'sir qiluvchi idrok faoliyatining muhim vositasidir.

Lingvistik kompetensiya – o'rganilayotgan tilni uning darajalari bo'yicha ma'lumotlar tizimini bilish ekanligini unutmaslik lozim: fonemik, morfemik, leksik, sintaktik. Talaba xorijiy til tizimi haqida tushunchaga ega bo'lishi va uni amalda qo'llay olishi zarur. Talabalar gaplarini grammatik va sintaktik jihatdan to'g'ri tuzishi va o'z nutqida til egalari qo'llaydigan nutqning semantik qismini tushunish va amalda qo'llash ko'nikmalarini rivojlantirsdilar.

Bundan maqsad: o'zining shaxsiy tajribasi va bo'lajak hamkasbining tajribasiga asoslangan "to'g'ri" qarorini topa olishida uni qo'llab-quvvatlashdir [3;54].

Quyida innovatsion texnologiyalardan foydalangan holda o'qitish usullari integrallashgan uslubiy va mazmunli yondashuv variantlarini ko'rib chiqamiz.

Ingliz tilini o'rganishda kichik sahna ko'rinishlari uyushtirish talabalarning ijtimoiy-madaniy muhitga moslashishlari, nutqini o'stirishga xizmat qiladi. M.Svnikining ta'kidlashicha, "kichik sahna ko'rinishlari talabalarning nofaol kuzatuvchi bo'lishlaridan ko'ra, faol qatnashuvchi bo'lishga chorlaydi, shuningdek, qaror qabul qilish, muammolarni yechish va qabul qilingan qarorlarga muvofiq natijani namoyon qilish ko'nikmasini shakllantiradi"[5;42].

Chet tillarni o'rganuvchi talabalarning madaniy muhitga moslashishi, o'z fikrlarini erkin ifodalashlarida "Role play" (kichik sahna ko'rinishi) metodining ahamiyati katta. Talabalarda muayyan kompetensiyalarni shakllantirish muammosini tadqiq qilgan M.Gulyamova ham bu borada sahna ko'rinishlaridan foydalanishni afzal ko'radi. Uning fikricha, "Role play" metodi talabalarda quyidagilarga xizmat qiladi:

– dars jarayonida nofaol talabalarni jonlantiradi;
– talabalarda o'ziga bo'lgan ishonchni orttiradi;
– darsga motivasiya uyg'otadi;

– mushohada qilish koʻnikmasini rivojlantiradi;

– tinglab tushunish qobiliyatini oʻstiradi;

– tanqidiy fikrlashga undaydi;

– fikr almashishni oʻrganadi; lugʻatlarni yangi oʻrgangan soʻzlari bilan boyitadi;

– ma'lumot qidirish va uni esda saqlab qolish qobiliyatini rivojlantiradi;

– til koʻnikmalarini amaliyotga tatbiq;

– jamoa boʻlib ishlash koʻnikmasi shakllanadi etadi[2;33].

Bizningcha, mazkur metod talaba zimmasiga asosiy muloqotchi vazifasini yuklaydi. Talaba jarayonda oʻzi bilmagan, tushunmagan soʻzlarning ma'nodoshlari yoki mos ta'riflar orqali qoʻllashga harakat qiladilar.

Kichik sahna koʻrinishlari orqali talabalarda lingvistik kompetentlikni shakllantirishda bir qator strategiyalar mavjud. Ularni tanlangan mavzu doirasida quyidagicha tartiblash maqsadga muvofiq. Jumladan, A.Dodening "Soʻnggi saboq" asari matni yuzasidan rolli koʻrinish tayyorlash uchun:

1)asar bilan tanishish topshiriladi;

2)undagi mavzu va muammoli vaziyat bilan tanishtiriladi;

3) maqsad va vazifalar belgilanadi;

4) rollar taqsimlanadi;

5) qahramonlar nutqi ustida ishlanadi;

6) rollar ijro etiladi;

7) tahlil va umumlashtirish amalga oshiriladi.

Qahramonlar nutqi ustida ishlash chogʻida yangi soʻzlar va birikmalarni qanday talaffuz qilish va ma'nolari boʻyicha fikrlashiladi. Bu esa talabalarni koʻproq gapirtirish, fikrlarni bayon etish maqsadiga xizmat qiladi. Shuningdek, fonetik, leksik va grammatik xatolari toʻgʻrilanib borishiga zamin yaratiladi. Xususan, *mose (…), qorayaloqlar (…), River oʻtlogʻi (…), rekvizisiya (…), xmel (…)* va boshqalar.

Oʻquv va mustaqil ta'limni oʻz ichiga olgan chet tilini oʻrganishga integrativ yondashuvni amalga oshirishda interfaol usul va ta'lim shakllaridan foydalanamiz (keys-metodi, loyiha metodi, veb-portfolio, vebinar, tarmoq, elektron oʻquv matepiallarini mustaqil oʻrganish). Bu yerda talabalarning oʻz-oʻzini rivojlantirishga olib keladigan muammoli vazifalar alohida ahamiyatga ega boʻladi.

Innovatsion vositalar orqali ingliz tilini oʻqitishda integrativ yondashuvdan foydalanish natijalari quyidagilarda namoyon boʻladi:

– oʻquv-bilish faoliyatini jadallashtirish va tizimlashtirish;

–asosiy kompetentsiyalar, xususan, kommunikativ kompetensiyani shakllantirish;

– axborot ta'lim makonida samarali madaniyatlararo muloqotga tayyor boʻlajak oʻqituvchini shaxsini shakllantirish;

– nofilologik ta'lim yoʻnalishi talabalarining ingliz tilini bilish koʻnikmalarini shakllantirish; boʻlajak boshlangʻich sinf oʻquvchilarining oʻquv faoliyatida har tomonlama rivojlantirish;

– fikrlashning oʻzgaruvchanligi, oʻqituvchi shaxsining yangi tipini shakllantirish.

Ko'nikmalarni rivojlantirish uchun oddiy mashq sifatida tasodifiy guruh suhbatlarini keltirish mumkin. Talabalar juftliklarga bo'linib, turli mavzularda muloqot qilishga harakat qiladilar. Odatda o'qituvchi iboralar suhbatni nazorat qiladi yoki yetakchi savollar bilan turtki berib turadi.

Yangi so'zlarni o'rganish davomida didaktik tarqatma materiallar. Ularda yangi so'zlar ishlatiladi yoki yozilgan bo'ladi. Javob berishni xohlagan talaba chiqib, tarqatmani oladi. Yozilgan topshiriq mazmunini o'qib, chet tilida tushuntirishga harakat qiladi. Shu orqali o'z taxminini yetkazadi. Ushbu mashq yangi so'z va iboralar ma'nosini "his qilish" va ular to'g'ri qo'llaniladigan vaziyatlarni eslab qolish imkonini beradi. Masalan, bunga inson tabiati, xatti-harakatlari, xarakter xususiyati bilan bog'liq frazeologik birliklarni misol qilish mumkin. Mazmuni izohlangandan so'ng ular ishtirokida matn yaratish vazifasi beriladi.

O'zlashtirishning ma'lum bosqichida o'quv jarayoniga chet tilidagi turli filmlar qo'llanilishi mumkin. Talabalarga filmni ko'rish jarayonida mazmuni bo'yicha savollar beriladi. Ularga oldindan tanishish uchun filmlar ro'yxati beriladi va internet tizimidan ularni topib tomosha qilish vazifasi yuklatiladi. Masalan, J.Londonning "Hayotga muhabbat" ("Love of life") asari asosidagi film qahramonlari nutqidagi so'zlar talaffuzi ustida ishlanadi. Buning uchun dastlab You Tube platformasidan https://youtu.be/U7hJowlLNSk havolasi orqali "Hayotga muhabbat" asari syujeti asosida ishlangan film taassurotlari bo'yicha quyidagicha savollar beriladi:

1. Sizningcha, Bill sherigini tashlab ketmaganida voqealar qanday davom etgan bo'lar edi? Tasavvuringiz bilan o'rtoqlashing.

2. Billning o'rnida bo'lganingizda qanday yo'l tutgan bo'lardingiz?

3. Yo'lovchi xatti-harakatlaridagi qaysi jihatlar uning tirik qolishi uchun asqotdi? Matndan misollar keltiring.

4. Bo'ri obrazi orqali muallif nima demoqchi? Mazkur obrazda insonlarga xos bo'lgan qanday sifatlar nazarda shl imkoniyatlari qo'l keladi.

Oliy ta'lim muassasalari nofilologik ta'lim yo'nalishlarida xorijiy til o'qitishning o'ziga xos xususiyatlariga ega bo'lib, ular xorijiy til o'qitish bilan bog'liq muammolarni keltirib chiqarmoqda. Bunday muammolar qatoriga o'quv dasturlari, darsliklar va qo'llanmalar, shuningdek, ularni qayta ishlash zaruriyati, ta'limni tashkillashtirish bilan bog'liq muammolar, o'quv xonalarini zamonaviy o'quv vositalari bilan jihozlash, xorijdagi ilg'or o'qitish texnologiyalarni o'rganish hamda ularni amaliyotda qo'llashga qaratilgan turli metodik ishlanma va ko'rsatmalar tuzish kabi masalalarni kipitish mumkin.

Xulosa qilganda, nofilologik ta'lim yo'nalishi talabalarining innovatsion ta'lim yordamida ingliz tilida lingvistik kompetentligini shakllantirish jarayoni modelini loyihalashtirishda tadqiqot jarayonining barcha jihatlari uzviy bog'liqligi va izchilligiga e'tibor qaratildi.

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PRAGMATIC APPROACH IN TEACHING PRODUCTIVE SKILLS

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Annotation. This article is devoted to illuminate the significance of pragmatic approach in teaching productive skills which are found difficult to acquire.

Key words: pragmatic approach, sociapragmatic and pragmalinguistic approaches, productive skills.

Аннотация. Данная статья посвящена освещению значения прагматического подхода в обучении продуктивным навыкам, которые трудно приобрести.

Ключевые слова: прагматический подход, социопрагматический и прагмалингвистический подходы, продуктивные навыки.

Annotatsiya. Ushbu maqola o'zlashtirilishi qiyin bo'lgan produktiv ko'nikmalarni o'rgatishda pragmatik yondashuvning ahamiyatini yoritishga bag'ishlangan.

Kalit so'zlar: pragmatik yondashuv, sotsiopragmatik va pragmalingvistik yondashuvlar, produktiv ko'nikmalar.

Learning foreign languages especially English is becoming more important than ever. Because English is the language of science, business, medicine, art, media, internet and so forth. Today teachers' one of the main objectives is not only teaching target language but teaching it productively using effective approaches and methods. One of the prominent approaches in teaching foreign languages is pragmatic approach. It is investigated by many scholars such as Leech, G. (1983), Levinson, S(2003), Kasper, G., and Rose,(2001) and Tiara Eliza (2023) Ngoc Mink Vu (2017) who investigated pragmatics, the importance

of pragmatics in foreign language teaching, difficulties of using pragmatic approach in teaching EFL [5,6,3,9,7].   Pragmatic approach emphasizes learning target languages in different classroom contexts practically. "The purpose of using a pragmatic approach in teaching English is that students are expected to be able to grasp ideas expressed in English, both orally and in writing, and be able to express ideas in English, both orally and in writing. The implementation of the pragmatics approach in English language teaching is also commonly called "communicative function". Within the communicative function, there are a number of language points, such as asking questions, offering proposals, rejecting invitations, and expressing pleasure. There are various ways to express these language acts." [9:73]

It is known that pragmatic approach is divided into 2 types: pragmalinguistic and sociopragmatic approaches. "A *pragmalinguistic* approach might begin with the pronoun system of a language, and examine the way in which people choose different forms to express a range of attitudes and relationships (such as deference and intimacy). The latter approach (*sociopragmatic*) might begin with the social backgrounds of the participants in an interaction, and examine the way in which different factors (such as age, sex, class) lead people to choose particular pronouns." [2:379].

Productive skills speaking and writing is very important in communication. However, it is found to be difficult to obtain these language skills. In teaching speaking, the pragmatic approach is utilized by teachers to train students in practical speaking practices to enhance their speaking abilities. This approach instructs students to use language expressions or phrases that are appropriate to the given conditions and situations of communication. Through the pragmatic approach, students have the opportunity to directly apply the language theories they have learned, both orally and in writing, in relevant contexts. The pragmatic approach in teaching speaking focuses on teaching speaking skills through context [4:70]. Through different tasks and activities such as role plays, simulations, discussions, storytelling and problem solving speaking skills is well developed.

In teaching writing, pragmatic approach emphasizes practical application of writing skills. That means in teaching writing the importance of comprehending the purpose and intended audience are highlighted. Learners are taught to take into consideration who they are writing for and why they are writing. As Christopher defines: Pragmatic approaches to teaching academic writing attempt to instruct students in how to adapt their writing to the norms required by the university. [1:103]

Grabe and Kaplan state that the pragmatic approach uses the process view as the foundation where it concentrates on how people use language meaningfully. However, it builds on the social aspects of writing. This approach also uses a whole language approach where writing is taught across the curriculum through reading, listening, writing, and speaking. [8:134]

In conclusion, pragmatic approach means learning languages in contexts practically rather than theoretically. It can be said that exploiting pragmatic approach has several

advantages and it has a positive impact on learners' activeness as it provides environments similar to real life situations.

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АЖРАТИЛГАН БЎЛАКЛАРНИ ЎТИШДА ҚЎЛЛАНИЛАДИГАН МЕТОДЛАР ХУСУСИДА

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Annotation: In this article, there are ideas about methodological methods of using separate constructions in the German language

Key words: separation phenomenon, separated component, method of comparison, analysis, synthesis, tone, comma.

Аннотация: В данной статье представлены идеи о методических приемах употребления отдельных конструкций в немецком языке

Ключевые слова: явление разделения, отделяемый компонент, метод сравнения, анализ, синтез, тон, запятая

Ажратиш ҳодисаси ва унинг ёрдамида ҳосил бўлаётган ажратилган бўлаклар, ажратилган компонентлар, ажратилган бўлакли гаплар, ажратилган конструкциялар каби тушунчалар талабалар учун нотаниш бўлган тушунчалар ҳисобланади, чунки ўқитувчилар дарс жараёнида кўп ҳолларда ўзларига маълум бўлган ҳодисалар тўғрисида тушунтириш ишларини олиб борадилар, бироқ ўзларига унчалик таниш бўлмаган ҳодисалар тўғрисида фикр-мулоҳазалар ҳам юритишмайди. Шу сабабли ҳам кўпгина ҳодисалар дарс жараёнида ўзларининг ечимига эга бўмайди.

Ўз ечимига эга бўлмайдиган ана шундай ҳодисалардан бири бизнингча – бу ажратиш ҳодисасидир. Хўш, ана шу ажратиш ҳодисаси тўғрисида талабаларга маълум даражада маълумотлар беришда қандай методик усуллардан фойдаланилса, қулайроқ бўлади, қайси бир усул, бу ҳодисани талабалар томонидан ўзлаштириб олишни осонлаштириши, ёки бўлмаса жадаллаштириши мумкин.

Бизга маълум бўлган илмий-тадқиқот ишларида ажратиш ҳодисасини тушунтиришда қуйидаги методлардан фойдаланишни тавсия этишади: кузатувчилик методи; қиёслаш ёки чоғиштирма методи; анализ ва синтез методлари; аналогия ва дарсликлар устида ишлаш. Албатта бу методлар маълум даражада тажрибада синовдан ўтказилган методлар ҳисобланади. Ушбу методлар мактабларда ўқувчиларга ажратиш ҳодисасини тушунтиришда қўлланилган ва ўзининг ижобий натижаларини берган. Ажратиш ҳодисасига хос бўлган хусусиятларни мактаб ўқувчиларга тушунтиришда биринчи навбатда кузатувчилик методдан фойдаланганлар. Ушбу метод ёрдамида ўқувчиларга ажратиш ҳодисасига хос бўлган баъзи бир умумий хусусиятлар тўғрисида умумий тушунчалар беришга ҳаракат қилганлар:

ажратилган бўлакнинг ўзига хос оҳанги, тўхтами, мантиқий урғуси тўғрисида тушунчалар берилган. Бироқ ажратиш ҳодисасини дарс жараёнида талабаларга тушунтиришда кузатувчилик методидан эмас, балки қиёслаш ёки чоғиштирма методдан фойдаланилса, биринчидан анча қулайликларни келтириб чиқариши мумкин; иккинчидан эса, ажратилган бўлакларга хос бўлган барча хусусиятларни осонликча ўзлаштиришга қулайликлар яратади, чунки бу метод кўриш жараёни билан узвий боғлиқдир.

Биз ҳам ана шу қиёслаш ёки чоғиштирма методнинг ажратиш ҳодисасини талабаларга тушунтиришда қулайликларини конкрет мисоллар намунасида изоҳлаб беришга ҳаракат қиламиз. Қиёслаш ёки чоғиштирма метод деганда биз таркибида

ажратилган бўлакка эга бўлмаган гапни таркибида ажратилган бўлакка эга бўлган гапга қиёс қилиб, ажратилган бўлакли гапларга хос бўлган хусусиятларни худди шундай табиатга эга бўлмаган гапдан фарқ қилдирувчи омилларни тушунамиз.

Талабаларга янги мавзуни, яъни ажратиш ҳодисасини тушунтиришда қиёслаш, яъни чоғиштирма методни танладик, чунки айнан шу метод орқали қолган методларга ўтиш осонроқ бўлади. Қиёслаш метод ёрдамида бу ерда келтирилган тўртта мисол ёрдамида ажратиш ҳодисасини, аниқроқ қилиб айтганда, ажратилган бўлакли гапни шундай табиатга эга бўлмаган гапни тушунтиришга ҳаракат қиламиз. № 1, 3 – рақамли мисолларда биз оддий содда ёйиқ гапга эга бўлсак, № 2, 4 – рақамли гапларда эса, ажратилган бўлакли гапга эга бўламиз. Ажратилган бўлаклар ҳар хил грамматик ифодаланиб келмоқда. Масалан № 2- рақамли мисол таркибида ажратилган бўлак эга орқали ифодаланган бўлса, № 4-рақамли эса

- тўлдирувчи ёрдамида ифодаланган.

Ажратилган бўлаклар ўзларига хос бўлган баъзи - бир хусусиятлари жиҳатидан, худди шундай табиатга эга бўлмаган гаплардан, шунингдек маълум бўлакдан ҳам кескин фарқ қилади.

Энди ажратилган бўлакларга хос бўлган хусусиятларни № 1, 3 – рақамли мисолларда намойиш этилган гапларни, № 2, 4 – рақамли мисоллардаги гапларга қиёслаш йўли билан изоҳлаб берамиз: биринчидан ажратилган бўлакларнинг ўзига хос оҳанги бўлади, улар гап бўлакларидан тўхтам билан ажралиб туради. Шунинг учун ҳам, ажратилган бўлаклар тутган позицияларига қараб вергул (бошқа тиниш белгилари ҳам бўлиши мумкин) билан ажралади. Масалан № 2-рақамли мисол таркибида, ажратилган бўлак қолган гап бўлакларидан икки томонлама вергул билан ажратилади, чунки у интерпозиция ҳолатида келган. № 4-рақамли мисолда ажратилган бўлакдан олдин вергул қўйилган, чунки у постпозиция ҳолатида турибди.

Ажратилган бўлаклар ўзига хос маъновий ва коммуникатив функциясига эга. Уларнинг маъновий хусусияти шундан иборатки, ажратиш орқали маълум бўлакнинг маъноси бўрттириб кўрсатилади, шу билан бирга улар томонидан маълум бўлакка қўшимча маъно изоҳланади. Натижада ажратилган бўлакларнинг қўшимча маъноси ёрдамида маълум бўлакларнинг мазмуни конкретлаштирилади, изоҳланади, тўлдирилади, аниқланади, кенгайтирилади.

Ажратилган бўлакли гапларга хос бўлган хусусиятлардан яна бири – бу уларнинг икки ёқлама маъно муносабатига кириши билан изоҳланади. Ажратилган бўлаклар бир томондан маълум бўлакнинг мазмуни билан маъно муносабатга киришса, иккинчи томондан эса гапнинг кесими орқали бутун гапнинг мазмуни

билан маъно муносабатига киришади. Бундай ҳолни биз № 1, 3 – рақамли мисоллар таркибида кўрмаймиз.

Ажратилган бўлакли гаплар (2,4) мазмунан ва оҳангдаги ўзига хос хусусиятлари билан мураккаб фикрни ифодалайди. Мураккаб фикрни ифодаловчи бу гаплар қўшма гап бўла олмайди, чунки таркибида битта предикатив бирлик бор. Шу билан бирга ажратилган бўлакли гаплар содда гап ҳам бўлмайди, чунки таркибида асосий предикатив бирликдан ташқари, ярим предикатив мазмунга эга бўлган ажратилган бўлак бор. Бундан табиатга эга бўлган гаплар мураккаб гап деб аталади. [1, 56]

Аудиторияда ажратиш ҳодисасини тушунтиришда қўлланиладиган бундай қиёслаш ёки чоғиштирма методлар универсал характерга эга, чунки бу метод қолган барча методларни (кузатувчанлик, анализ ва синтез, аналогия, дарслик устида ишлаш)ўзида такрорлайди, фақат ундан унумли фойдаланилса айни муддао бўлади.

Ажратиш ҳодисасини талабаларга тушунтиришда қўлланиладиган методлар бу ерда қайд этилган методлар билан чегараланиб қолмайди, балки матннинг характерига қараб улар янги - янги методлар билан бойиб боради деган умиддамиз.

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THE FUNCTION OF SIMULATION-BASED LEARNING TECHNIQUES IN THE EDUCATIONAL PROCESS

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Abstract: The article discusses simulation-based learning, various types of simulation-based learning, and examines the role and effectiveness of simulation-based learning in the educational process.

Key words: Simulation-based learning, types of simulation, the role of simulation as a teaching technique, simulation in teaching language.

Annotatsiya: Maqolada simulyatsiyaga asoslangan ta'lim, simulyatsiyaga asoslangan ta'lim turlari, o'qitish jarayonida simulyatsiyaga asoslangan ta'limning o'rni va samaradorligi haqida fikr yuritilgan.

Kalit so'zlar: Simulyatsiyaga asoslangan o'qitish, simulyatsiya turlari, o'qitish texnikasi sifatida simulyatsiyaning o'rni, til o'rgatishda simulyatsiya.

Абстракт. В статье определены симуляционное обучение, видысимуляционного обучения, роль и эффективность симуляционного обучения в учебном процессе, а также использование этой методики в различных дисциплинах обучения.

Ключевые слова: симуляционное обучение, виды симуляции, роль симуляции как метода обучения, симуляция в языке обучения.

In contemporary times, a diverse range of effective techniques is employed worldwide to enhance learners' comprehension. The increasing use of the internet in educational applications signifies that students and educators are increasingly integrating technology within open and flexible learning systems. Their role and effectiveness are so important for not only teaching languages, but also other disciplines of teaching.

Simulation-based learning and its types.

In teaching we use different techniques like teacher-centered, student-centered, flipped classroom, role-play and etc. One of the effective techniques is simulation which is applied to many different disciplines and trainers to provide learners with opportunity to practice learned skills in real life situations. Aviation and aerospace industries have been using simulation as a teaching tool for many years. Simulators are now widely used in education and training in a variety of high risk professions and disciplines, including the military, commercial airlines, nuclear power plants, business and medicine. Different scholars define the term' simulation separately. For example, according to Dumlekar (2004) — A simulation is a replica of reality. As a training program, it enables adult participants to learn through interactive experiences. Simulations contain elements of experiential learning and adult learning[...] Simulations would therefore be useful to learn about complex situations (where data is incomplete, unreliable or unavailable), where the problems are unfamiliar, and where the cost of errors in making decisions is likely to be high. Therefore, simulations offer many benefits. They accelerate and compress time to offer a foresight of a hazy future. They are experimental, experiential, and rigorous. They

promote creativity amongst the participants, who develop a shared view of their learning and behaviors. Above all, making decisions have no real-life cost implications.

'The simulation is an active learning method which can improve the students' involvement and give them chance to participate in real world through concrete experience, namely through observing and reflecting process so that it can be useful in improving students' learning experience (Marriott et al., 2015)'. The important thing in simulation is when the students get failure and do not have any consequence in the real world (Zapalska & Brozik, 2008).

Besides learning with experience based such as simulation, game, and role play teaches enjoyful social skill, namely done through social interaction, social relationship, cooperation and collaboration (Hromek & Roffey, 2009;Klassen & Willoughby, 2003;Silva & Xexéo, 2017). Furthermore, the simulation learning creates an environment which makes the students able to interact to implement knowledge and skill to the real world problem so that it improves students' learning focus, gives direct experience, is able to know the various reality and problem and makes students' learning concept which is more meaningful (Angelini, 2016;Antonoaie & Antonoaie, 2010;Zapalska & Brozik, 2008). Besides the simulation has more maximized the students' participation so that it makes the students learn by doing (Phillips & Graeff,2014).

In teaching process four types of simulation can be used, such as real simulation, virtual simulation, system simulation and immersive simulation.

Live simulation is a sort of simulation which Live people using actual or simulated equipment in the real world (fire drill, CPR dummy). Live simulations are—live because they include actual people and/or equipment interacting in a real world setting. The simulation runs in real time just as in the real world. However, in virtual simulation real people use simulated equipment in a simulated world (role play, cockpit simulation, product simulation). Virtual simulations are—virtual‖ because they include simulated people and/or equipment in a computer-simulated setting. The simulation runs in simulated time giving users the ability to practice specific activities.

The value of the learning is dependent on the sophistication of the simulated equipment. System simulation are a genuine life modeling of the operations of different real-world assignments or processes. The genuine esteem of a framework recreation is to get it the framework connections and technique improvement. Person expertise advancement is constrained. And last one is immersive simulation which is real people connected with mimicked individuals in a mimicked environment to create particular aptitudes (extend administration, administration). An immersive reenactment addresses a few learning goals at once. Reenacted characters offer assistance make an immersive environment that inspires a learner's reactions to real life challenges.

Simulation dynamic technique which troublesome for understudies to ended upinactive amid the recreation. Understudies must yield opportune input and not depend on classmates to play for them. This more dynamic strategy is accepted to be way better than more detached strategies at creating profound learning, and encouraging the improvement of more imaginative and imaginative scholars.

Simulation in teaching language.

As other disciplines in teaching languages simulation is an effective technique to improve critical thinking and speaking. A simulation is a form of experiential learning. It is a strategy that fits well with the principles of Student-Centered and constructivist learning and teaching. Moreover, students can get the teacher's support online if they need advice or want to make the right choice of online training materials. The important aspect is that "simulations are a good way of practicing language targeted on the topic" (Dragomir & Niculescu, 2011). However, it should be noted that learners are willing to do assignments at their own pace. Simulations take a number of forms. They may contain elements of: a game, a role-play, or an activity that acts as a metaphor. Simulations are characterized by their non-linear nature and by then controlled ambiguity within which students must make decisions. The inventiveness and commitment of the participants usually determines the success of a simulation. Simulations promote the use of critical and evaluative thinking. Because they are ambiguous or open-ended, they encourage students to contemplate the implications of a scenario. The situation feels real and thus leads to more engaging interaction by learners. Simulations promote concept attainment through experiential practice. They help students understand the nuances of a concept. Students often find them more deeply engaging than other activities, as they experience the activity first-hand, rather than hearing about it or seeing it. Simulations help students appreciate more deeply the management of the environment, politics, community and culture. For example, by participating in a resource distribution activity, students might gain an understanding of inequity in society.

Simulation and simulation-based learning are valuable modern techniques used in teaching languages as well as various other disciplines. These methods allow students to learn their professions in environments that closely mimic real-world scenarios. This approach enables students to analyze and synthesize the processes they are learning. Additionally, simulation-based learning provides a practical and more effective way of teaching compared to other methods. Participants have the opportunity to interact with models of real instruments, experience realistic situations, and actively engage in the learning process. Consequently, such techniques are being gradually implemented in various teaching disciplines in our country, and they are expected to yield positive outcomes in the future.

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BO'LAJAK INGLIZ TILI O'QITUVCHILARINI LEKSIK KOMPETENSIYASINI TAKOMILLASHTRISH METODIKASI.

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ANOTATSIYA

Bu maqolada ingliz tili o'qituvchilarining o'quvchilarning so'zlar zaxirasini rivojlantirish metodikasini muhokama qilib o'tamiz. Mavzuni o'rganishda, o'qituvchilar o'quvchilarga leksik ma'lumotlarini o'rgatishda qanday usullarni ishlatishlari, o'quvchilarning lug'atdan foydalangan holda so'zlar va ifodalar ustida ishlovchi xususiyatlari muhim ahamiyat kasb etadi. Maqola metodikasining afzalliklarini, muammolarni va yechimlarni ta'riflash, tahlil qilish va takomillashtirishni o'rgatish bo'yicha tushunchalarni ko'rsatish hamda amaliy dasturlash usullari ko'rsatiladi.

Kalit so'zlar: Leksik tushuncha, takomillashtrish, metodika, kompetensiya.

ABSTRACT

In this article, we will discuss the methodology of English language teachers to develop students' vocabulary. In the study of the topic, what methods teachers use to teach students lexical information, the characteristics of students working on words and expressions using the dictionary are important. The advantages of the article methodology, the definition of problems and solutions, the analysis and improvement of teaching concepts, and practical programming methods are shown.

Key words: Lexical understanding, improvement, methodology, competence.

АННОТАЦИЯ

В этой статье мы обсудим методику учителей английского языка по развитию словарного запаса учащихся. При изучении темы, какие методы используют преподаватели для преподавания учащимся лексической информации, важны особенности работы учащихся над словами и выражениями с использованием словаря. Показаны преимущества методологии статьи, определения проблем и решений, анализа и совершенствования концепций обучения, методов практического программирования.

Ключевые слова: Лексическое понимание, совершенствование, методика, компетентность.

KIRISH

Ingliz tili o'qitishida leksik kompetensiyani takomillashtirishning metodikalari va muhimligi O'zbekistonda ta'lim sohasining taraqqiyot yo'lidagi katta vazifalardan biri hisoblanadi. Leksik kompetensiya, o'quvchining so'zlar zaxirasini tushunish, foydalanish va o'z ifodalarini shakllantirishda ishtirok etishga asoslangan bo'lib, maqsadga mos usullar va dasturlash bilan rivojlantirilib kelinmoqda.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

O'qituvchilar o'quvchilarga tayyorlaydigan so'z va til haqidagi darsda o'quvchilar o'qituvchi yordamida so'zlardan to'g'ri foydalanishni o'rganadilar. Ular yangi so'zlarni o'rganishga va ularni jumlalarda qanday ishlatishga e'tibor berishadi. Olimlar so'zlarni qanday o'rganishimiz va ishlatishimizni o'rganishdi va ular buni "leksik mahorat" deb atashadi. Bu ko'nikma biz gapirganda va yozganda so'zlardan to'g'ri foydalanishni o'z ichiga oladi. So'zlarni va tilni o'rganish orqali biz ularni kundalik muloqotimizda yaxshiroq qo'llashimiz mumkin.

Chet tilida yangi so'zlarni o'rganishdan asosiy maqsad nutq ko'nikmalarini oshirishdir. Lug'atni o'rganishning uch bosqichi mavjud. Birinchi bosqich - yangi so'zlarni bilish, ikkinchi bosqich - ularni nutqda qo'llash, uchinchi bosqich - turli xil nutq ko'nikmalarini o'zlashtirish. Ushbu bosqichlarni o'rganish, mashq qilish va so'zlarni haqiqiy suhbatlarda ishlatish bilan solishtirish mumkin. [3.160-bet]

Ta'lim maqsadlaridan ko'zlanadigan vazifa chet til leksikasini o'rgatish jarayonining ko'nikmalar hosil qilish pallasida yakuniy ish hisoblanmish leksikaning qo'llanilish darajasiga erishishdan iborat. Ushbu kichik mavzu nomida ishlatilgan „Qo'llanilish" termini (ruscha adabiyotlarda „употребление „оперирование „функционирование") so'zning reproduktiv va retseptiv nutqda kelishi ma'nosini ifodalaydi. „Qo'llash" deyilsa, „fikr bayon etish" nazarda tutiladi, „tanib olish" tushunchasi esa „o'zga shaxs nutqini idrok etish" bilan bog'liq. Qisqasi, „qo'llanilish" deganda, til birligi (mas. leksik birlik)ning nutq faoliyatining to'rtala turida ham ishlatilishi tushuniladi (rus „оперирование").[5.123-bet]Leksikaning qo'llanilishi ko'nikma hosil qilishda oxirgi

bosqich bo‘lib, ma’nosi ochilgan va nutqda ishlatila boshlagan so'zning nutq jarayonida erkin ishlatilishi — ko‘nikmalardan malakaga o'tish davriga to‘g‘ri keladi. Mashq qilishdan nutq amaliyotiga qadam qo‘yish — fikr bayon qilishda ong ishtirokisiz leksikani ishlatish tushuniladi.

NATIJALAR

Nutqni idrok qilish va uni sodir etish jarayonlarida leksikani qo‘llash operatsiyalari turlicha bo‘lishi metodik asoslangan. Undan tashqari xufiya lug‘at boyligining ham o‘ziga xosligi aniqlandi. Ushbu leksika o'quvchilar til tajribasida ilgari uchramagan, ular ilk bor duch kelayotgan leksik birliklarni maxsus tasnif qilish zarur.

Nutqiy leksik operatsiyalarning gapirishga oid turini bu birliklarning birikishi (so‘z birikmalari) va ulaming jumla tarkibida qo‘llanishi (gap tuzish) tarzida ta’riflash mumkin. Nutqni idrok etish chog‘ida esa boshqa amal bajariladi: og‘zaki/ yozma nutq idroki paytida o‘quvchilarda hosil qilingan eshitish/ko‘ruv timsollarini tanlay olish, akustik/grafik tayanchlarni eshitganda^‘rganda ajrata olish kabilar. Ulami mashqlarda ishlatish uchun mayda operatsiyalarga ajratish darkor.So'zning reproduktiv nutqda qo‘llanishiga xos ishlar quyida tahlil etiladi. **Birinchi operatsiya:** zarur so‘zning tovush shakli eslanadi, ya’ni tanish leksik birlik ishga tushadi. Ushbu birlik uzoq muddatli (doimiy) xotiradan qisqa muddatli (operativ) xotiraga o‘tkaziladi (ma’lumki, o‘zlashtirilgan so‘z doimiy xotirada saqlanadi, nutq esa qisqa muddatli xotira ishtirokida sodir bo‘ladi). So‘zni eslash chog‘ida uni paradigmatik tartibdan sintagmatik holatga o‘tkazishdek murakkab jarayon kuzatiladi. Mas. gapirmoq, gapirish, gap, gapiraman, gapiradi kabilar xotirada „qatlam“ shaklida saqlanadi. Jumlaga kiritish yonma- yon keladigan so‘zga bog‘lab joylashtirish demakdir (Men inglizcha gapiraman, u ispancha gapiradi va h/k.). So‘zning oson qiyinligini uning ko‘p ma’noliligi, ona tili va chet tilda ma’no doirasi tor/kengligi, ma’nodosh (sinonim)lari bor/ yo‘qligi belgilab beradi. **Ikkinchi operatsiya**: so‘zning sintaktik va leksik birikish darajasini aniqlash. Leksik birikish deganda ma’noviy munosa- batga kirish, sintaktik birikish esa muayyan so‘z tartibining taqozo etilishidir. Ikkala holat ona tiliga mos kelsa, amal osonlashadi. So‘zning birikishi farq qilganda, amal qiyin kechadi.

Uchinchi operatsiya: jumladagi bo‘sh joyni to‘ldirish. Bemalol birika oladigan so‘zni ishlatish erkinroq kechadi, birikish imkoniyati chegaralangan so‘zni ishlatishda qiyinchilik seziladi. Nutqni idrok etish operatsiyalari passiv lug‘at materialida bajariladi. 0 ‘qish (so‘zning grafik timsoli)ni idrok etish operatsiyalari quyidagilardan iborat:Birinchi operatsiya leksik birlikning yozma (grafik) timsolini idrok etish. Bunda so‘zning qisqa/uzunligi (qisqa so‘z oson idrok qilinadi), grafema (harf, harf birikmalari)ning tanish/notanishligi, ona tilidagi so‘z shakliga o‘xshash/noo‘xshashligi kabilar muhim ahamiyatga molikdir. Ikkinchi operatsiya: leksik birlik belgilarini aniqlash. Bunda yozuv (grafik) belgilari (harf birikmasi) va tuzilish — ma’no belgilari (o‘zak, yasama so‘z) nazarda tutiladi. So‘zdagi morfemalaming tanishligi qiyinchilikni bartaraf etish

omillaridandir. Koʻp boʻgʻinli soʻzni idrok etish qiyinchilik bilan kechadi. Uchinchi operatsiya: leksik birliklami farqlash va oʻxshatish. Morfema (oʻzak, affiks) yaxshi tanish boʻlsa, oʻquvchi oson idrok etib tushunadi. Soʻz tarkibi maʼnolarini ochish oson boʻlsa, uni tanib olish yengillashadi, agar oʻzak yoki affiks maʼnosini ochish murakkablik qilsa, tanib olish, yaʼni farqlash yoki oʻxshatish qiyinlashadi.

Toʻrtinchi operatsiya: idrok qilinadigan shaklni maʼnosi bilan bogʻlash (fahmiga yetish, tushunib olish), oʻz navbatida, butun jumlani (yoki jumladan katta matnni) tushunib yetish. Soʻzning koʻp maʼnoliligi tushunishga xalal yetkazish ehtimoli bor. Tub yoki majoziy maʼno tufayli soʻzni tanib olish qiyinchiligi turlicha boʻladi. Shakl va maʼnoning o 'quvchi ongida aloqada boʻladigan tillarda oʻxshash yoki tafovutli boʻlishi oson/qiyin tanib olishga sabab boʻladi.[6.78-bet]

MUHOKAMA

Chet til leksikasi tasnifida ona tili bilan bir qatorda ikkinchi tilga oid oʻquvchi tajribasi hisobga olinmogʻi zarur.Leksikaning metodik tasnifi ilmiy manbalarda bir tekis taʼriflangan emas. Birmuncha chalkash va ziddiyatlarga moʻl metodik tadqiqotlar ham yoʻq emas. Binobarin, aniq bir chet tilni oʻrganish uchun tayyorlanadigan til materiali tasnifi, jumladan, leksika tasnifi, odatda, darslik mualliflari vakolatiga havola etiladi.Shuni alohida taʼkidlash lozimki, oʻzbek oʻquvchisi uchun inglizcha leksika tasnifi yoki ispancha, nemischa, fransuzcha leksika tasnifiari rus, tojik va boshqa oʻquvchilarinikidan batamom farq qiladi. Demak, metodik tasnif xususiy metodika fanining vazifasiga kiradi.Metodik tasniflangan leksik birliklar til oʻrgatish jarayonini tashkil qilishda, bajariladigan mashqlar sistemasida hisobga olinadi. Leksik koʻnikmalami shakllantirishning samaradorligi tasnif sifatiga bogʻliq boʻladi.

XULOSA

Takidlash joizki bu maqolada leksik kompetensiyani takomillashtirishning metodikalari va muhimligi muhokama qilingan. Mavzu haqida amaliy va nazariy adabiyotlar, metodlar, darsliklar va onlayn resurslar koʻrsatilgan. Ushbu maqola oʻquvchilarning soʻzlar zaxirasini oshirish va rivojlantirish jarayonida qoʻllaniladigan eng samarali usullar va dasturlar haqida maʼlumotlar beradi. Tadqiqot natijalari oʻquvchilarning leksik koʻnikmalarini oshirishda muhim oʻzgarishlarni koʻrsatadi. Dars jarayonida oʻquvchilarning leksik kompetensiyasini takomillashtirish uchun amaliy usullar va dasturlarning samarali boʻlishini baholash maqsadida muhokama va baholashning muhimligi yoritilgan.

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THE WAYS OF TRANSLATING TERMINOLOGIES TO THE FORIEGN LANGUAGES.

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Annotation

Number of stuffs still remains as a challenging job for the users of common language and one of those complexity exits on the domain translation of terminologies. This writing particularly presents the several translation techniques and provides definitions of them due to the readers will have well-defined meaning and explanation. Similarly, those approaches demonstrated within two categories called direct and indirect approach.

Key words: source language, target language, direct translation, indirect translation, literal translation, borrowing, loaning or calque, **machine translation, transposition, modulation, equivalence/reformation**

Introduction

"Terminology translation has its characteristic in finding the equivalent from the source language (SL) into the target language (TL)."[45] There are many words that

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[45] Ade Mulyanah, The Strategy of Terminology Translation, Advances in Social Science, Education and

Humanities Research, volume 430 Twelfth Conference on Applied Linguistics (CONAPLIN 2019)

language users frequently face challenges in translating those words from one language into another. Those challenges overcome usually by using dictionaries or other online translation tools, however, in many cases those means are not sufficient to achieve expected consequences. Hence, it is certain that most of the language learners and educators undoubtedly feel necessity for helpful approaches to convert language in the appropriate form to the target word. According to Nourhan Khaled (2022), there are two main ways of translation technics namely the direct and indirect translation techniques and these technics is also divided into several branches.

What is direct technic of translating terminologies?

"Direct translation is another word used commonly for literal or word-for-word translation. This type of translation is often used in legal, technical, medical, business, and other kinds of formal documents. In translation theory, "literal translation" is often termed "metaphrase.""[46] This method is also divided into four branches: literal translation, borrowing, loaning or calque, **machine translation**.

Borrowing

This technique refers not translating the word from one language into another but taking the word without shifting its form and meaning. In any language we can observe such borrowed words such as: restaurant, café, coffee, computer,

Loaning or calque

"In linguistics, a calque (or loan translation) can be defined as a word-for-word translation from one language into another. For example, when you take a phrase in French and then literally translate root-for-root or word-for-word into English, that's a calque."[47]

Machine translation

In another words machine translation is also called online translation and it frequently operated by the online translation tools. "Machine translation technology enables the conversion of text or speech from one language to another using computer algorithms."[48]

Indirect translation techniques

There are more than seven indirect translation techniques however we are not going to address all of them. We have planned to analyze only three of them namely transposition, modulation, equivalence/reformation.

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[46] Voxtab, Direct Translation Service: A Complete Guide, Professional Transcription Services, June 15, 2022.
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Transposition

"Transposition involves a shift from one grammatical category to another, while still preserving the meaning. This translation technique is often necessary between languages with different grammatical structures.**"49**

Modulation

Another often used translation technique is modulation. The practice of conveying the same information using a phrase that is different in the source and destination languages is known as modulation. It obviously changes the semantics and point of view of the original language. A translator can change the message's point of view without altering its meaning or giving the reader of the target text an odd impression by using modulation.

Equivalence/ Reformulation

This is not to argue that concepts are absent from two distinct languages or cultures—quite the contrary—but rather that they exist. It makes reasonable that an equivalency—a term or phrase that has the exact same meaning in both languages—would be among the first things experienced translators look for. This requires a deep understanding of both cultures, not just language ability. Even if you speak both languages well, your translations will be terrible if you don't understand the idiom and the cultural background.

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TEACHING ENGLISH PROFESSIONAL VOCABULARY
TO TOURISM STUDENTS

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Abstract: In this article specific technologies of teaching lexicon related to the field in English to students studying tourism are discussed with the help of examples.

Keywords: tourism, language, translation, method, technology, national-local words, transliteration

INTRODUCTION

In recent years, the rapid development of Uzbek tourism has led to its and its offered tourist products and services entering world markets to a certain extent. Naturally, concepts specific to the socio-cultural, economic-historical life of the region with the offered services and products became part of the world tourism terminology, that is, the Uzbek language contributed to the tourism terminology system with many national-specific terms.

It is known from the world experience that linguistic research in the field of tourist speech has been actively conducted in recent years, because the rapidly developing tourism industry has its own language, and special words and phrases, terms and names related to the industry require a special approach, to determine their linguistic and cultural characteristics and to use them taking into account all the features in the interpretation leads to the creation of perfect and free communication. That is why it is important to teach tourism students the lexicon (terms) in English.

LITERATURE REVIEW

J. Javliyeva's article "Analysis of scientific literature on issues of terminology" states: Terminology is one of the current directions of modern linguistic research. Currently, the growth of the issue of terminology is considered, on the one hand, due to the increase of new concepts due to the dynamic development of science, and on the other hand, it is a phenomenon related to the insufficient study of issues such as the process of formation, development and function of terms. Terminology is a very large part of the vocabulary of every language. It is not for nothing that it develops very quickly, because it allows creating new words. The terminology of a language consists of a system of many terms. A word or combination of words in a special field of knowledge, industry or culture is called a term. The meaning of a word expressed by the term is interpreted in the literature by interpretation. "The word expression can be considered a linguistic term," wrote Z. Harris and I.F. Frizyslar. Each branch or school of science develops a special terminology adapted to its nature and methods. Such special terminology is an important part of scientific research and is very important.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

As a result of the rapid growth of tourism in Uzbekistan, the industry needs many qualified employees who can communicate well in foreign languages. English is one of the important foreign languages used for effective communication between tourism service providers and international tourists. Tourists traveling to Uzbekistan need the help of travel agencies to obtain travel information, purchase tour packages, book hotel rooms, and purchase airline tickets. Likewise, hotel guests need assistance with directions and information related to shopping, choosing restaurants, returning goods to their home country, watching traditional shows, and trying local cuisine. [5]

It is no secret that tourism terminology is the main part of the lexicon of the field. It is an important process to teach tourism terminology to tourism students based on specific technologies. Since any terminology is a part of the general lexical-semantic system of the language, it includes all the processes characteristic of the dictionary in general: lexical, semantic, morphological and syntactical. In this article, we will focus on the semantic method of term formation.

"Terminologizing" is a common process in many languages, which is the transformation of a word into a term in a common literary language. In terminology, the words of the general literary language are used to express the concept of a certain science or field, while it has the specific characteristics of the term (its meaning is specific, clearly defined, and the meaning is included in the system of certain scientific concepts) and remains understandable to most non-specialists. As for touristic terminology, it should be noted that most of the touristic terms are derived from common literary language in a similar way. The tourism industry is a comprehensive industry, covering all types of trade and household services. Depending on the specific use of words and terms in the tourist attractions of each country, they are divided into two types:
    1. Local;
    2. External;

If local words and terms are used within a certain area (a double-decker, pub, Big BEN, palace, The Tower...), foreign words and terms are used internationally (tourism, agency, guide, products, airport, plane, train, hotel...). The main difference is that local words and terms are used by all local people and are specific to the local culture; foreign words and terms can be used by tourists from different parts of the world and by people from different cultures. [4-5]

Hybrid technology is one of the most effective methods for teaching English vocabulary to tourism students. At this point, it is necessary to emphasize the phenomenon of word appropriation. The first noteworthy aspect of the assimilation of Uzbek tourism terms into English is that they only reflect the characteristics of Uzbek culture and most of them do not have cross-linguistic equivalents. For example, when interpreting the words *maqbara, machit, madrasa, xontaxta, qamchi, ko'rpacha, sandiq, dahliz, ayvon* and many other words with local, national-cultural characteristics, in terms of their meaning and functions, their nationality the method of transliteration is used in order to preserve it.

Since each word means a concept with new and unique aspects, the most optimal way to translate Uzbek tourism terms into English is their transcription or transliteration (that is, their translation into a foreign language). As an example, this phenomenon can be seen in the following national-cultural words [3]:

The English functional equivalent of the word **"beshik"** is the lexeme of cradle, which can summarize the same task (both for the child to sleep), but it does not fully reveal the difference in the Uzbek language [1]. After all, while the cradle[2] represents "a crib made of optional material, surrounded by vertical bars, and the child can be placed freely", the definition of a *"beshik"* is different, and even its creation is a careful and delicate process. It is made of specially constructed wood, the baby is attached to it, and it has its own "small sewage system".

Hajj- [hajj]- (Pilgrimage to Makkah is a religious obligation for Muslims, pilgrimage to a holy place, in particular to Mecca) Hajj is a religious and effective duty for Muslims, and Mecca is a holy place and visiting it. ordered for all Muslims...

Kalin- [kalin]- (money to'lend for bride and her condition before marriage) money paid for the bride and her condition before marriage;

Ayron- [airon]-(sour milk drink mixed with water and a little salt) yogurt mixed with water and a little salt;

Ayvon-[aivon]- (In Central Asia, a top-closed, a top-closed, a top-closed, 1, 2 or 3 side open building produced to the climatic conditions (mainly summer season) summer season) open top, 1, 2 or 3 sided building;

Baraka- [blessing] – 1) spiritual father for a long time in Mecca, in 1370 Temur met Baraka-Baraka - in the figurative sense "Benefit" - for a long time in Mecca, the religious father of Muslims, in 1370 Temur met Baraka, 2) Baraka – in figuratively speaking "profit"

Pool-[khavuz]-reservoir, pool- "a specially dug pit that serves to store water".

The content of tourism texts requires, first of all, that it should be understandable to the consumer. Therefore, in most cases, combining both of the above approaches, transliteration and transcribed concepts are further explained by means of equivalent terms known to the tourist or by extension-explanation:

1. The mosque is the place where the prayers of Muslims are performed, the monastery revered for them, from the XI century began to be used for individual events.

2. Another reason to come to Uzbekistan in winter is that there are dishes in our kitchen (for example, izhzhan-raw chipped meat, fish dishes, horse meat and other meat) that are not desirable to eat in the hot season.

Transliteration and transcription methods, as well as names and toponyms in the Uzbek tourist terminology system, as well as names of holidays and festivals, are effective in translation:

1. Samarkand with its Registan, Bibi-Khanym Mosque, Gur-Emir and Shahi-Zinda, Bukhara with its Poi-Kalyan Complex, Ark citadel, Samanid Mausoleum and lyabi-Khauz Ensemble, and of course Khiva with its intract inner city Ichan Kala, mosques,

madrasahs, minarets, wall sand gates are sites of tourism.

2. Some type of mosque was intended for prayers by a large number of Muslims during the Muslim holidays"Kurban Khayit"and"Uraza Khayit",which were celebrated twice.

Another technique is the inviting (propaganda) function of the text, which arouses action in the tourist and provides him with favorable additional information.

The construction of transformations of historical and cultural parts of a given nation in the translation of touristic texts of a given nation. For example, the combination ""*qizil yonoq o'zbek milliy qo'g'irchoqlari"* is translated into "rosy-cheeked Uzbek National Dolls". Because the direct translation of "red-cheeked Uzbek national dolls" would have acquired unusualness. Or this combination can be translated into English in a different way:

The most favorite heroes from the puppet shows that have survived to this day are Palvan-kachala and the beautiful Bikyakhon. They are distinguished by shiny faces made of papier-mache or wood with huge blushes on their cheeks. [3]

The right choice of words is also very important in the translation of tourism texts. For example, household *ko'rpa* va *ko'rpachalar* represent essentially different differences. But it differs in form by only one diminutive suffix. We cannot say that these two words differ only in terms of grammar and size. Because they perform different functions: one lies under us, and the other is designed to cover us. Accordingly, in English, they can be expressed in two forms, i.e. ko'rpa- *blanket or quilt*, ko'rpacha esa *mattress* blanket or quilt, and a blanket in the form of a mattress:

Tashkent's most famous farmers market, topped by a giant green dome, is a delightful slice of city life spilling into the streets off the Old Town's southern edge. There are acres of spices arranged in brightly coloured mountains, entire warehouses dedicated to sweets, and the freshest bread and fruits around. Souvenir hunters will find kurpacha (colourful sitting mattresses), skullcaps, chapan (traditional heavy quilted cloaks), ceramics and knives here. [4]

In the tourist text above, the word **ko'rpacha-** blanket is presented directly (transliteration), and the English equivalent is provided only as a footnote. The same thing happens with the word **chapon** in this passage. But looking at it as an alternative, the lexeme *cloak* represents an essentially different distinction. After all, according to the definition of the Cambridge dictionary, a sleeveless organization means a cover. The nature of the Uzbek chapon is known to all of us. But there is no perfect word in the English lexicon to describe it. Although the words kaftan and robe refer to a cover with sleeves, they are more equivalent to the word **yaktak.** Therefore, it is better to add the lexeme heavy (thick) to the words kaftan and robe in order to make tourists more aware of the word **chopon**.

Expressing tourism terms by means of equivalents is also effective in the translation of Uzbek construction-architecture terms:

1) *The huge estrade (supa) was disassembled outside of them an entrance.*

2)   *The main room of the mosque with the prayer niche (mehrob) usually has a dome. The main room has an entrance portal (peshtoq). There are pillared arcades around the courtyard.*

CONCLUSION AND DISCUSSION

In conclusion, it should be noted that the teaching of sectoral lexicon in English to tourism students has its own characteristics. In this process, the transliteration method is used to interpret local words, taking into account their meanings and functions, in order to preserve their nationality.

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INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

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Annotation: This article explores how innovative technologies are transforming the way students learn and improve their English language skills. It examines several cutting-edge digital tools and platforms that are reshaping English language education.

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

The modern educational landscape has shifted its focus towards the individual student, recognizing the importance of catering to their unique personalities and inner worlds. Consequently, the primary goal of the contemporary teacher is to carefully select teaching methods and organizational forms that are optimally suited to facilitate the personal development and learning objectives of their students.In recent years, there has been a growing emphasis on the integration of new information technologies within the school setting. This encompasses not only the incorporation of novel technical tools, but also the adoption of innovative teaching approaches, forms, and methods that redefine the educational process.

The overarching aim of teaching foreign languages is to cultivate and nurture the communicative culture of students, equipping them with the practical skills to learn and utilize the target language effectively. This shift in focus underscores the importance of moving beyond traditional instructional paradigms and embracing more dynamic, student-centered approaches that leverage the transformative potential of emerging educational technologies.

Literature analysis and methods

Popular methods of teaching and learning English, Internet resources were used in the research process. During the writing of the article, the principles of theoretical-deductive conclusion, analysis and synthesis, logicality were used.

Discussion and results

The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate his activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, use of new information technologies, Internet resources help to implement a person-oriented approach in the educational process, individualization of teaching taking into account the abilities of children, their level of learning and ensures differentiation. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practice pronunciation; teaching dialogic and monologic speech; teaching writing; development of grammatical events.The possibilities of using Internet resources are huge. The Global Internet provides conditions for students and teachers located anywhere in the world to get any information they need: regional geographical materials, news in the life of young people, articles from newspapers and magazines, etc.

A number of didactic problems can be solved using the Internet in English in lessons: formation of reading skills and competencies using global network materials; improving

the writing ability of schoolchildren; filling students' vocabulary; formation of students' motivation to learn English. In addition, this work aims to explore the possibilities of Internet technologies to expand the horizons of schoolchildren, establish and maintain business relations and contacts with peers in English-speaking countries. Students are on the Internet can take part in conducted tests, quizzes, contests, Olympiads, correspond with their peers in other countries, talk, videoconference, etc.

Students can learn about the problem they are currently working on in a project.The meaningful basis of mass computerization is related to the fact that the modern computer is an effective tool for optimizing the conditions of mental work, in general, in any of its forms. The computer has one characteristic that defines its use as a tool for teaching others and as an aid in the acquisition of knowledge, and that is its inanimate nature. The machine can have a "friendly" relationship with the user and sometimes "support" him, but he will never show signs of anger and will not let you feel bored. In this sense, the use of computers is perhaps most useful in individualizing some aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (education, training, development) are carried out in the process of realizing this main goal. The communicative approach includes teaching communication and building intercultural communication skills, which are the basis of Internet activities. Without communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - it is the number and size of the participants that happened. the biggest conversation on. Attending a foreign language class for him, we create a real communication model.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. contact Today, new methods using Internet resources are opposed to traditional foreign language teaching. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to correct this error. Communicative approach is to consciously understand the material and it is a strategy that simulates communication aimed at creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate

it. The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In the communicative approach, the use of the Internet is highly encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is to create interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech." By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to give appropriate answers to them in a foreign language.

One of the technologies that provide student-centered education is the project method as a method of developing creativity, knowledge activity, and independence. The typology of projects is diverse. Projects can be divided into monoprojects, collective, oral, concrete, written and Internet projects. In actual practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informational features. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and learning to cooperate instills moral values such as mutual aid and empathy, builds creativity and activates students. In general, the inseparability of teaching and education is observed in the process of teaching the project.

The project method develops students' communication skills, communication culture, the ability to form ideas concisely and easily, tolerance of the opinions of communication partners, the ability to receive information from various sources, modern processes using computer technologies, creates a language environment that contributes to the emergence of a natural need in foreign language communication.The project form of work is one of the most relevant technologies that allow students to apply the accumulated knowledge on the subject. Students expand their horizons, the limits of knowledge of the language, gain experience in its practical use, learn to listen and hear speech in a foreign language, understand each other when defending projects. Children work with reference books, dictionaries, computers, and thus create the possibility of direct contact with the real language, which does not provide language learning in the classroom only with the help of textbooks.Working on a project is a creative process. The student searches for a solution to the problem independently or under the guidance of the teacher, which requires not only

knowledge of the language, but also a large amount of subject knowledge, creative, communicative and intellectual skills.In the course of foreign languages, the project method can be used within the program materials of almost any subject. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities.

To modern technologies cooperation technology is also applicable. The main idea is to create conditions for active joint activity of students in different educational conditions. Children join groups of 3-4 people, they are given one task, while everyone's role is discussed. Each student is responsible not only for the result of his work, but also for the result of the whole group. Therefore, weak students try to find out what they do not understand from weak ones, and strong students try to make the weak ones understand the task thoroughly. And the whole class benefits because the gaps are closed together.

Conclusions and suggestions

The introduction of information technologies into education will greatly diversify the process of information perception and processing. Thanks to the computer, the Internet and multimedia, a unique opportunity was created for students to absorb a large amount of information with further analysis and sorting. The motivational basis of educational activity is also expanding significantly. In the context of using multimedia, students get information from newspapers, television, conduct interviews and conduct teleconferences.

The main criteria for assessing the level of knowledge of a foreign language in language portfolio technology is the test. The priority area of this technology is education to direct the process from the teacher to the student. The student, in turn, is consciously responsible for the results of his educational activity. The above technology leads to the gradual formation of students' skills to learn information independently. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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ENHANCING STUDENT WRITING PROFICIENCY: STRATEGIES AND SOLUTIONS IN A DIGITAL EDUCATIONAL LANDSCAPE

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Abstract: In today's digital educational landscape, the importance of strong writing skills cannot be overstated. This article examines the challenges faced by students in developing effective writing abilities and explores how technology can be leveraged to improve student writing outcomes. Additionally, it discusses strategies for educators to foster engaging and effective writing instruction, as well as the importance of incorporating writing across the curriculum for holistic skill development.

Keywords: student writing skills, writing proficiency, academic writing, digital learning, 21st-century skills

Аннотация: В современном цифровом образовательном пространстве важность хороших навыков письма трудно переоценить. В этой статье рассматриваются проблемы, с которыми сталкиваются учащиеся при развитии навыков эффективного письма, и исследуется, как можно использовать технологии для улучшения письменных результатов учащихся. Кроме того, в нем обсуждаются стратегии для преподавателей, способствующие увлекательному и эффективному обучению письменной речи, а также важность включения письменной речи в учебную программу для целостного развития навыков.

Ключевые слова: письменные навыки студентов, уровень владения письмом, академическое письмо, цифровое обучение, навыки 21 века.

Annotasiya: Bugungi raqamli ta'lim davrida kuchli yozish qobiliyatining ahamiyatini usiz oshirib bo'lmaydi. Ushbu maqola samarali yozish qobiliyatini rivojlantirishda talabalar duch keladigan muammolarni ko'rib chiqadi va talabalarning yozish natijalarini yaxshilash uchun texnologiyadan qanday foydalanish mumkinligini o'rganadi. Bundan tashqari, unda o'qituvchilar uchun qiziqarli va samarali yozish bo'yicha ko'rsatmalarni rivojlantirish strategiyalari, shuningdek, yaxlit mahoratni rivojlantirish uchun o'quv dasturiga yozishni kiritish muhimligi muhokama qilinadi.

Kalit so'zlar: talabalarning yozish qobiliyatlari, yozish qobiliyati, akademik yozish, raqamli o'rganish, 21-asr ko'nikmalari.

Introduction.

Strong writing skills have become increasingly vital within the modern classroom setting. In today's academic environment, where students are tasked with producing a wide range of written assignments, from essays and research papers to reports and presentations, the ability to communicate effectively through the written word is a critical component of success. Proficient writing skills enable students to clearly and coherently convey their

ideas, arguments, and findings, allowing them to demonstrate their understanding of course material and showcase their intellectual capabilities. Academic writing not only serves as a means of communication but also fosters critical thinking and analytical skills (Langer, 2001). In a digital age where information is abundant and rapidly disseminated, the ability to articulate thoughts clearly and concisely is invaluable (Coiro & Dobler, 2007). Well-crafted writing not only enhances a student's academic performance but also prepares them for the communication demands they will face in their future careers, whether in the professional, academic, or personal spheres. Moreover, the development of strong writing abilities fosters essential critical thinking and problem-solving skills. The process of researching, organizing, and articulating thoughts on paper encourages students to engage in deeper analysis, evaluate evidence, and construct logical, persuasive narratives. These skills are invaluable not only in the classroom but also in the broader context of lifelong learning and personal growth. Recognizing the paramount importance of writing skills, educational institutions have placed a renewed emphasis on incorporating robust writing instruction and opportunities for practice across the curriculum. From implementing writing-intensive courses to integrating writing assignments into diverse subject areas, schools are working to ensure that students graduate with the necessary written communication proficiencies to thrive in the modern, information-driven world.

In the 21st century, proficiency in writing is essential for academic success and professional advancement. Academic writing not only serves as a means of communication but also fosters critical thinking and analytical skills. In a digital age where information is abundant and rapidly disseminated, the ability to articulate thoughts clearly and concisely is invaluable.

Challenges Faced by Students in Developing Effective Writing Abilities

Many students encounter struggles and difficulties when it comes to writing. These challenges can range from overcoming writer's block to mastering the conventions of grammar and syntax. In a digital context, students must also navigate new forms of writing, such as composing emails, blogs, and social media posts. Additionally, the shift to digital learning environments can pose barriers to writing fluency, as students may lack the necessary technological literacy to effectively communicate their ideas online.

One of the primary obstacles is the complex and multi-faceted nature of the writing process itself (Graham & Perin, 2007). In a digital context, students must also navigate new forms of writing, such as composing emails, blogs, and social media posts. Additionally, the shift to digital learning environments can pose barriers to writing fluency, as students may lack the necessary technological literacy to effectively communicate their ideas online (Warschauer & Grimes, 2007). Crafting well-structured, coherent, and engaging written work requires the seamless integration of numerous skills, including critical thinking, organization, grammar, vocabulary, and the ability to effectively convey ideas and arguments. Additionally, many students struggle with

maintaining focus and motivation throughout the writing process. Prolonged periods of research, planning, drafting, and revising can be mentally taxing, leading to frustration and a sense of being overwhelmed. The pressure to meet deadlines and produce high-quality work can further exacerbate these challenges. Insufficient practice and feedback can also hinder the development of strong writing abilities (McGarr, 2009). Writing is a skill that requires consistent, deliberate practice to refine and improve. Without ample opportunities to write and receive constructive feedback from instructors or peers, students may find it difficult to identify and address their weaknesses, limiting their progress (Fitria, 2021). Writing assistance software, such as grammar checkers and plagiarism detectors, provide instant feedback and guidance to students (Graham et al., 2012). Furthermore, AI writing assistants utilize natural language processing algorithms to generate suggestions and revisions, helping students refine their writing skills (Fitria, 2021).

Leveraging Technology to Improve Student Writing Outcomes

The integration of technology into the educational landscape has opened up new and exciting possibilities for enhancing student writing skills and outcomes. By harnessing the power of digital tools and platforms, educators can now implement innovative strategies to support and elevate the writing proficiency of their students. One of the key advantages of leveraging technology in writing instruction is the ability to provide students with real-time feedback and personalized guidance. AI-powered writing assistants, for example, can analyze student work and offer immediate feedback on grammar, spelling, syntax, and overall coherence, allowing learners to identify and address areas for improvement. This instant, targeted feedback can be invaluable in helping students refine their writing skills and develop a stronger command of the written language. Furthermore, technology-driven writing platforms often incorporate features that encourage collaborative learning and peer review. Students can share their work digitally, receive constructive feedback from classmates, and engage in meaningful discussions about effective writing techniques. This collaborative approach not only fosters a sense of community and shared learning but also exposes students to diverse perspectives and writing styles, further enriching their own writing development. In addition to providing tools for feedback and collaboration, technology can also facilitate the integration of multimedia elements into student writing. Incorporating visual aids, audio recordings, or interactive components can help students communicate their ideas more effectively, engage their audience, and demonstrate their mastery of multimodal composition. These multimedia-enhanced writing assignments not only align with the digital-centric nature of modern communication but also cultivate essential skills for success in the 21st-century workforce. By leveraging the capabilities of technology, educators can create dynamic, engaging, and supportive writing environments that empower students to become confident, skilled, and adaptable communicators (Graham & Hebert, 2011). As the educational landscape continues to evolve, the strategic integration of technological tools and resources will undoubtedly play a pivotal role in enhancing student writing outcomes and preparing them for future success. Writing

assistance software, such as grammar checkers and plagiarism detectors, provide instant feedback and guidance to students. Online writing platforms facilitate collaboration and peer review, allowing students to receive constructive criticism from their peers (Bangert-Drowns et al., 2004).

Strategies for educators to foster engaging and effective writing instruction

Developing engaging and effective writing instruction strategies is a crucial aspect of empowering students to become skilled and confident communicators. Educators play a pivotal role in fostering an environment that nurtures the growth of students' writing abilities. By employing a multifaceted approach, teachers can create learning experiences that inspire students to explore the art of written expression and hone their skills. One key strategy is to incorporate diverse writing genres and formats into the curriculum. Exposing students to a range of writing styles, from narratives and persuasive essays to research papers and creative pieces, broadens their understanding of the versatility of the written word. This exposure encourages students to experiment with different modes of expression, ultimately expanding their writing repertoire. Additionally, providing ample opportunities for peer collaboration and feedback can significantly enhance the writing process. Encouraging students to engage in constructive peer review, where they offer constructive criticism and suggestions, fosters a sense of community and shared learning. This collaborative approach not only helps students refine their work but also develops their critical thinking and communication skills. Furthermore, integrating technology-based tools and resources into the writing instruction can captivate students' interest and facilitate the development of digital literacy. From online writing platforms to multimedia presentation tools, these technological advancements can enhance the writing experience, allowing students to explore creative avenues and receive real-time feedback. Ultimately, the strategies employed by educators to foster engaging and effective writing instruction play a pivotal role in empowering students to become confident and skilled communicators, equipped to navigate the evolving demands of the 21st-century landscape. By adopting innovative pedagogical approaches and integrating writing across the curriculum, educators can create a supportive learning environment that promotes writing proficiency. Writing instruction should encompass a variety of techniques, such as brainstorming, outlining, drafting, and revising. Providing timely and constructive feedback is essential for guiding students' growth as writers. Additionally, incorporating multimodal elements, such as multimedia presentations and digital storytelling, can enhance student engagement and creativity (Leu et al., 2004).

Incorporating writing across the curriculum for holistic skill development

Implementing a Writing Across the Curriculum (WAC) approach can foster a more holistic and well-rounded skill development for students. This pedagogical framework encourages the integration of writing-based activities and assignments across various academic disciplines, rather than relegating writing instruction solely to language arts or

composition courses. By incorporating writing tasks into the curriculum of subjects like science, history, mathematics, and the arts, students have the opportunity to develop a diverse set of written communication abilities. This multidisciplinary exposure helps learners cultivate critical thinking, research, organization, and rhetorical skills that are applicable to a wide range of academic and professional contexts. Moreover, the WAC model recognizes that effective writing is not a standalone skill, but rather a crucial component of overall intellectual growth and knowledge acquisition. As students engage in discipline-specific writing exercises, they deepen their understanding of course content, strengthen their analytical capabilities, and learn to effectively convey complex ideas through the written word (Russell, 1991). Ultimately, the implementation of a Writing Across the Curriculum approach can contribute to a more comprehensive and enriching educational experience, equipping students with a versatile set of communication proficiencies that are essential for success in their academic pursuits and future careers. To fully develop students' writing skills, writing instruction should be integrated across all subject areas. Interdisciplinary writing assignments encourage students to apply their writing skills in diverse contexts and develop a deeper understanding of course material (Mynlieff, Michelle, et al. et al., 2014). Writing-intensive courses challenge students to engage critically with complex topics and communicate their insights effectively. By embedding writing in the content areas, educators can foster holistic skill development and prepare students for academic and professional success.

Conclusion

In conclusion, enhancing student writing proficiency requires a multifaceted approach that combines traditional pedagogy with innovative technology. By addressing the challenges faced by students, leveraging the potential of digital tools, and implementing effective instructional strategies, educators can empower students to become confident and capable writers in the digital age. Through collaborative efforts and a commitment to writing across the curriculum, we can ensure that all students have the skills they need to thrive in an increasingly complex and interconnected world.

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THE FRENCH LOAN WORDS IN GERMAN

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Abstract: French has had a significant influence on the German language, particularly during periods of close cultural and political interaction between the two countries. Many French loanwords in German are related to cuisine, fashion, art, military, and administrative domains.

Keywords: borrowings, internationalisms, popular foreign words,

The influence of the French language on German is a result of historical, cultural, and political interactions between the two countries. This influence peaked during certain periods and has left a lasting impact on various aspects of the German language. Here are some key points highlighting this influence:

Historical Context

1. The Middle Ages and Renaissance: Early French influence on German can be traced back to the medieval period and the Renaissance, when Latin, French, and Italian were the dominant languages of culture, scholarship, and diplomacy in Europe.

2. The Thirty Years' War (1618-1648): French soldiers and mercenaries brought French vocabulary into the German lands, particularly terms related to the military and daily life.

3. The Age of Enlightenment (18th Century): French was the language of the educated elite and the courtly life across Europe. Many German aristocrats and intellectuals spoke French, and this period saw a significant influx of French words into German.

4. Napoleonic Era (Late 18th and Early 19th Centuries): The occupation of German territories by Napoleonic forces further intensified the French influence on German, especially in administration, law, and military.

Domains of Influence

1. Administration and Military: Many administrative and military terms in German are borrowed from French, such as "Büro" (bureau), "Kapitulieren" (capitulate), and "Offizier" (officer).

2. Cuisine: French culinary terms have been widely adopted, including "Restaurant," "Menü" (menu), and "Konfitüre" (jam).

3. Fashion and Lifestyle: French has influenced German vocabulary related to fashion and lifestyle, such as "Frisur" (hairstyle), "Mode" (fashion), and "Salon" (salon).

4. Art and Literature: Many terms in art, literature, and theater are of French origin, such as "Ballett" (ballet), "Regisseur" (director), and "Genre" (genre).

5. Daily Life: Everyday vocabulary includes numerous French loanwords, such as "Portemonnaie" (wallet), "Toilette" (toilet), and "Chauffeur" (driver).

Linguistic Adaptations

- Phonetic and Orthographic Changes: Many French words have been adapted to German phonetic and orthographic systems, making them easier for German speakers to pronounce and write. For example, "Restaurant" is pronounced with a German "r" and the final "t" is pronounced.

- Semantic Shifts: Some French words have undergone semantic shifts when borrowed into German, sometimes acquiring different or more specific meanings.

Modern Influence

The influence of French on German continues in modern times, though English has become a more dominant source of loanwords in recent decades. Nonetheless, French

remains an important cultural and linguistic influence, especially in areas like diplomacy, art, and cuisine.

Examples of French Loanwords in German

- Culinary: "Baguette," "Omelett," "Mousse"

- Fashion: "Mantel" (from "manteau" meaning "coat"), "Krawatte" (from "cravate" meaning "tie")

- Art and Culture: "Atelier" (studio), "Bühne" (stage, from "buée"), "Revue" (review)

- Administration: "Minister," "Direktor," "Bilanz" (balance sheet)

Overall, the French influence on the German language is a testament to the long-standing cultural exchanges between France and Germany, shaping the German lexicon in significant and enduring ways**.**

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SHAPING THE FUTURE: HOW ARTIFICIAL INTELLIGENCE IS TRANSFORMING LEARNING ENVIRONMENTS

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Abstract

The rapid evolution of Artificial Intelligence (AI) is setting a transformative agenda for educational systems worldwide. This article, provides an overview of how AI is being integrated into the educational sector, redefining pedagogical methodologies and enhancing the learning experience. The paper discusses both the potentials and challenges of AI in education. It highlights AI's role in personalizing learning, automating administrative tasks, and democratizing access to education, thus potentially revolutionizing traditional educational paradigms. Furthermore, the discussion extends to the ethical, pedagogical, and logistical implications of AI deployment in educational settings, including concerns about data privacy, the risk of algorithmic bias, and the need for robust regulatory frameworks. This synthesis not only underscores the transformative capabilities of AI in enhancing educational outcomes but also addresses the critical need for a balanced approach that ensures ethical standards and promotes educational equity. The insights derived from various AI-driven educational tools and methodologies illuminate the ongoing shift towards more adaptive, responsive, and inclusive educational environments. As AI continues to evolve, this paper argues for continued interdisciplinary research and collaborative efforts to harness its potential responsibly and effectively, ensuring that the benefits of AI in education are realized across all levels of society.

Keywords: Artificial Intelligence, AI-guided Student Learning Approaches, Education, Neural Networks, Innovative Technology.

Аннотация

Быстрое развитие искусственного интеллекта (ИИ) устанавливает трансформационную повестку для образовательных систем по всему миру. Эта статья представляет обзор того, как ИИ интегрируется в образовательный сектор, переопределяя педагогические методологии и улучшая учебный процесс. В статье обсуждаются как потенциалы, так и проблемы ИИ в образовании. Освещается роль

ИИ в персонализации обучения, автоматизации административных задач и демократизации доступа к образованию, что потенциально революционизирует традиционные образовательные парадигмы. Кроме того, обсуждение расширяется на этические, педагогические и логистические аспекты внедрения ИИ в образовательные учреждения, включая опасения, связанные с конфиденциальностью данных, риском алгоритмических предвзятостей и необходимостью устойчивых регулирующих рамок. Этот синтез не только подчеркивает трансформационные возможности ИИ в улучшении образовательных результатов, но и указывает на критическую необходимость сбалансированного подхода, который обеспечивает соблюдение этических стандартов и способствует образовательной справедливости. Прозрения, полученные из различных ИИ-ориентированных образовательных инструментов и методологий, освещают текущий переход к более адаптивным, отзывчивым и инклюзивным образовательным средам. По мере развития ИИ данная статья призывает к продолжению междисциплинарных исследований и совместных усилий, чтобы ответственно использовать его потенциал и обеспечить, чтобы преимущества ИИ в образовании были реализованы на всех уровнях общества.

Ключевые слова: искусственный интеллект, подходы к обучению студентов с использованием ИИ, образование, нейронные сети, инновационные технологии.

Introduction

In an era where digital transformation shapes every facet of human life, education stands at the forefront of this technological revolution. The rapid advancement of AI has sparked intense debates and discussions across the globe. Visionaries like Elon Musk have postulated that by 2025, AI could surpass the cognitive capabilities of individual humans, and by 2029, it may exceed the collective intelligence of all humanity [1]. Such predictions underscore the transformative and disruptive potential of AI, illustrating both the opportunities and challenges it presents.

AI's role in education extends far beyond mere technological novelty; it represents a paradigm shift in how educational content is delivered, experienced, and managed. As AI systems become more sophisticated, their ability to handle complex tasks like data analysis, decision-making, and personalized learning experiences is reshaping the educational landscape. This transformation is not limited to enhancing administrative efficiency or automating routine tasks—it's about fundamentally rethinking the pedagogical models that have stood for centuries. At its core, AI in education is about harnessing the power of intelligent systems to tailor learning experiences to individual needs, thereby increasing engagement and optimizing learning outcomes. These systems are not only programmed to respond to the inputs they receive but are increasingly capable of anticipating educational needs and adapting their responses accordingly. This capability allows for a level of personalization and responsiveness that traditional educational

methods struggle to provide. Furthermore, the integration of AI in educational settings promises to bridge gaps in access to quality education. Through technologies such as neural networks, cloud computing, and big data analytics, AI can offer scalable solutions that adapt to diverse learning environments and resources, potentially democratizing education worldwide.

As we delve into the potential of AI to revolutionize educational systems by introducing new learning styles and technologies, we must also consider the broader implications of its application. This article aims to provide a comprehensive overview of the current state of AI in education, assess its transformative potential, and explore future trends that will shape the learning environments of tomorrow. By examining a variety of AI-driven educational tools and methodologies, we will gain insights into how AI not only enhances the teaching and learning process but also challenges and redefines the very nature of education itself [2].

Main Body

Artificial Intelligence is redefining educational paradigms, bringing about significant shifts in both administrative and instructional domains. One notable application of AI in education is the automation of mundane tasks. Systems like Gradescope and Turnitin harness AI to assist educators with grading assignments and detecting plagiarism, respectively. This automation frees educators to focus more on in-depth interactions with students and on their own professional development, thereby enhancing the overall educational experience.

In terms of personalized learning, AI technologies such as Carnegie Learning provide tailored math instruction that adapts to individual student performance, showcasing the potential of AI to cater to diverse educational needs. These intelligent tutoring systems adjust the difficulty level of tasks in real-time, provide personalized feedback, and highlight areas that require additional attention, all based on data-driven insights.

Platforms like Knewton bring a human touch to teaching by constantly adapting their instructional strategies based on what students need at any given moment. This kind of adaptability keeps the learning journey engaging and closely tailored to the ever-changing educational needs of each student. Similarly, Duolingo's language learning app harnesses AI to craft lessons that adjust to the pace and level of each learner, making education not only more engaging but also more attuned to individual progress [2].

On the technical side, the backbone of these AI tools is built on advanced neural networks. These networks are quite remarkable, mimicking human brain functions like problem-solving and learning [3,4]. For instance, Google's DeepMind is making significant advances in educational technology, synthesizing complex information to offer insights that can help shape the way curriculums are designed and taught.

Moreover, AI's role in making education more accessible is vividly seen through initiatives like the Wide Institute's AI and Education project. This initiative leverages AI to develop learning tools that can reach students everywhere, breaking down barriers caused by geographical location. It's a step towards making high-quality education a universal right, ensuring that learning environments are inclusive and equitable, truly democratizing education on a global scale [6].

The impact of AI in education is not just theoretical but is evidenced by substantial improvements in learning outcomes. A study by the Stanford Center for Education Policy Analysis found that schools that integrated AI systems saw a noticeable improvement in student test scores, particularly in STEM subjects. This data underscores the transformative potential of AI in enhancing educational effectiveness and accessibility.

In summary, AI's integration into education transforms traditional teaching methods and administrative functions, making learning personalized, adaptive, and more accessible. As these technologies evolve, they continue to unlock new educational possibilities, promising a future where all students can benefit from high-quality, engaging, and personalized education [7].

Discussion

Incorporating AI into educational frameworks is accompanied by significant challenges and ethical issues. As AI becomes increasingly common in educational contexts, it brings to light several critical concerns that need in-depth consideration and dialogue.

Ethical Implications: Employing AI within educational settings prompts serious ethical questions, especially concerning data privacy and the risk of bias in AI algorithms. For example, tools like Carnegie Learning and Knewton depend extensively on student data to operate efficiently, which poses risks related to the security of this sensitive data and the safeguards in place to prevent its misuse. Additionally, without meticulous design, AI systems may continue to reflect and even amplify existing biases in educational content, negatively impacting particular student groups. To mitigate these concerns, it is crucial to implement strict governance and create AI systems that are both transparent and accountable.

Pedagogical Challenges: There's a growing concern about how AI might affect the role of teachers in the classroom. While AI offers exciting opportunities to enhance how we teach and learn, it also poses the risk of overshadowing the indispensable human aspects of education. Teachers are vital for nurturing students' critical thinking, creativity, and interpersonal skills—capabilities that AI hasn't fully mastered. It's crucial that we use AI to support, not substitute, the irreplaceable human touch that educators bring to the classroom. A good example of this balance is the AI-driven language learning app, Duolingo. It's designed to complement traditional teaching by providing additional

language practice, not to replace the rich, nuanced guidance that only a human teacher can offer.

Efficiency and Accessibility: AI promises to streamline and broaden educational accessibility, yet access to AI technology remains uneven worldwide. Students in affluent, tech-advanced schools stand to gain the most, potentially exacerbating the educational gap with those in less privileged environments. Projects like the Wide Institute's AI and Education initiative are designed to close these gaps by democratizing access to AI resources across varied settings. However, the effectiveness of such efforts depends on wider systemic reforms and significant investments in infrastructure, especially in less developed areas.

Economic Considerations: Introducing AI into education isn't just a matter of technology-it's a significant financial commitment. Initially setting up AI systems can be expensive, potentially putting them out of reach for some schools. Even after they're up and running, there are ongoing costs to keep the systems updated and functioning smoothly. These financial aspects must be thoughtfully managed to ensure that the benefits of AI, such as enhanced learning personalization and more efficient administrative processes, outweigh the costs.

Looking to the Future: The impact of AI on education extends far beyond the immediate benefits. Research, like the findings from the Stanford Center for Education Policy Analysis, indicates that schools using AI technologies have seen notable improvements in student performance, especially in STEM subjects. Yet, it's crucial to keep an eye on the broader picture, continuously assessing how AI influences educational outcomes and striving to ensure it promotes fairness and equality in learning opportunities.

Cultural and Social Considerations: On a deeper level, the adoption of AI in education is not just about navigating technical and ethical challenges - it also intersects significantly with cultural and social contexts. Educational technologies are not mere tools; they are embedded within diverse cultural landscapes that shape how they are received and their effectiveness. For instance, the way AI-driven tools are embraced and their impact can differ widely across various regions, influenced by local educational practices, technological infrastructure, and societal values. It's essential to embrace these cultural distinctions in the design and implementation of AI technologies, ensuring that they are not only effective but also respectful and inclusive of the diverse communities they serve.

Teacher Training and Professional Development: The effective integration of AI in education also hinges on the preparedness of educators to utilize these new tools. There is a growing need for comprehensive professional development programs that not only train teachers on the technical use of AI but also on how to integrate AI tools into their pedagogy effectively. For instance, programs might focus on strategies for combining

traditional teaching methods with AI technologies to enhance learning outcomes without compromising the development of critical thinking and problem-solving skills.

Student Engagement and Motivation: AI undoubtedly has the potential to tailor learning experiences and make education more engaging for students. However, we can't ignore the very human need for emotional connection and a sense of community, which can sometimes be lacking in impersonal AI interactions [8]. As we integrate these new technologies, we have to be intentional about using AI in ways that don't just personalize the academics, but actively work to motivate students and help them feel engaged with their peers and teachers. Educators and developers should explore creating AI systems that are intelligent and responsive, but also tuned into the social-emotional needs of students. Maybe that looks like AI tutors with more natural personalities that can build rapport. Or AI-powered classroom activities that foster teamwork and collaboration. The solutions could even draw from psychology and child development research to find innovative ways AI can play a role in building connections, not just imparting knowledge [9].

At the end of the day, we're not just equipping students with facts and figures. We're shaping the next generation of citizens who need to feel invested in their learning community. AI is an amazing tool, but it can't be impersonal and detached if we want students to remain motivated and engaged with their education in a meaningful way. Empowering that human element through AI should be a top priority as these technologies take hold.

Regulatory and Policy Frameworks: As AI finds its way into more classrooms and educational institutions, we must prioritize putting the right guardrails in place. These rules and regulations should protect student data privacy, make sure funding for AI in education is distributed fairly, and set clear ethical guidelines for how AI is developed and used in schools. But we can't just have policymakers working in a vacuum – they need to team up with teachers, tech experts, and others who understand the real-world impacts. The goal is to encourage innovation while never losing sight of what's best for students, educators, and schools [9].

Future Research and Innovation: AI is evolving at a blistering pace, and we need ongoing research to discover new ways it can enhance learning while addressing fresh challenges that emerge. But this isn't just about building better algorithms and models. We also desperately need insights from other fields on how AI could impact child development, mental health, social dynamics, and more. Universities, tech firms, and government agencies must join forces to create an environment that pushes AI education forward responsibly in line with our core values as a society [8].

Conclusion

The integration of AI into educational systems represents a seismic shift with profound implications for how we teach and learn. While the transformative potential of

AI is undeniable, realizing its full promise requires a judicious and nuanced approach that carefully weighs the opportunities against the multifaceted challenges. As we stand on the precipice of this AI-driven educational revolution, it is imperative that we adopt a holistic perspective that extends beyond mere technological wizardry. We must proactively address the ethical quandaries surrounding data privacy, algorithmic bias, and the preservation of human elements that are integral to the learning experience. Equally crucial is the development of robust regulatory frameworks that safeguard the interests of all stakeholders while fostering an environment conducive to responsible innovation. Furthermore, the successful integration of AI necessitates a concerted effort to bridge the digital divide and ensure equitable access to these transformative technologies across all socioeconomic strata and geographic regions. Failure to do so risks exacerbating existing educational disparities, undermining the very premise of AI as a democratizing force in education. Looking ahead, the path forward lies in sustained interdisciplinary collaboration among educators, technologists, policymakers, and diverse community stakeholders. By harnessing the collective wisdom and expertise of these varied perspectives, we can navigate the intricate landscape of AI in education, capitalizing on its potential while mitigating its risks. Ultimately, the true measure of success will be the degree to which AI enhances learning outcomes, fosters intellectual curiosity, and empowers learners to realize their full potential. As we chart this uncharted territory, we must remain steadfast in our commitment to upholding the core values that underpin education: inclusivity, equity, and a relentless pursuit of knowledge that enriches both individuals and society as a whole. The integration of AI into education is more than a technological advance; it's a transformative journey that challenges us to reconsider the fundamental purpose and principles of learning. As we deploy intelligent systems to tailor educational experiences and explore new teaching frontiers, it's crucial to stay rooted in the enduring values that have driven educational endeavors throughout history.

At its heart, education is not just about transmitting information but is a profound commitment to fostering curiosity, encouraging critical thinking, and empowering individuals to become catalysts for positive change in the world. AI offers extraordinary possibilities for creating adaptive and immersive learning environments that can invigorate this noble quest. However, it's essential to be vigilant to ensure that the efficiencies and conveniences AI brings do not overshadow the human aspects of learning. The adoption of AI in education should be a harmonious blend where AI's capabilities enhance and complement the irreplaceable human elements that build deep connections, ignite creativity, and foster a lifelong love for learning. As we navigate this pivotal transformation in education, we must adopt a mindset of humility and continuous improvement. The shift towards AI-enhanced learning is not a fixed endpoint but a continuous journey that requires us to consistently reflect, adapt, and learn from both our successes and setbacks. By adhering to these principles and promoting a culture of thoughtful innovation, we can leverage AI's transformative potential to develop learning environments that are not only technologically sophisticated but also profoundly

humanistic. Such environments will support the intellectual, emotional, and ethical growth of learners, equipping them to tackle the challenges of the 21st century with resilience, empathy, and a deep-seated dedication to improving the world.

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**TEACHING ENGLISH PROFESSIONAL VOCABULARY
TO TOURISM STUDENTS**

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Abstract: In this article specific technologies of teaching lexicon related to the field in English to students studying tourism are discussed with the help of examples.

Keywords: tourism, language, translation, method, technology, national-local words, transliteration

TURIZM YO'NALISHI TALABALARIGA INGLIZ TILIDA SOHAVIY LEKSIKASINI O'RGATISH TEXNOLOGIYASI

Yuldasheva Dilfuza Qodirovna, Namangan davlat universiteti,

Ingliz filologiyasi fakulteti katta o'qituvchisi

Annotatsiya: Ushbu maqolada turizm yo`nalishida tahsil olayotgan talabalarga ingliz tilida sohaga oid leksikani o`qitishning o`ziga xos texnologiyalari misollar yordamida muhokama etiladi.

Kalitso'zlar: turizm, til, tarjima, metod, texnologiya, milliy-mahalliy so'zlar, translitiratsiya

INTRODUCTION

In recent years, the rapid development of Uzbek tourism has led to its and its offered tourist products and services entering world markets to a certain extent. Naturally, concepts specific to the socio-cultural, economic-historical life of the region with the offered services and products became part of the world tourism terminology, that is, the Uzbek language contributed to the tourism terminology system with many national-specific terms.

It is known from the world experience that linguistic research in the field of tourist speech has been actively conducted in recent years, because the rapidly developing tourism industry has its own language, and special words and phrases, terms and names related to the industry require a special approach, to determine their linguistic and cultural characteristics and to use them taking into account all the features in the interpretation leads to the creation of perfect and free communication. That is why it is important to teach tourism students the lexicon (terms) in English.

LITERATURE REVIEW

J. Javliyeva's article "Analysis of scientific literature on issues of terminology" states: Terminology is one of the current directions of modern linguistic research. Currently, the growth of the issue of terminology is considered, on the one hand, due to the increase of new concepts due to the dynamic development of science, and on the other hand, it is a phenomenon related to the insufficient study of issues such as the process of formation, development and function of terms. Terminology is a very large part of the vocabulary of every language. It is not for nothing that it develops very quickly, because it allows creating new words. The terminology of a language consists of a system of many terms. A word or combination of words in a special field of knowledge, industry or culture is called a term. The meaning of a word expressed by the term is interpreted in the literature by interpretation. "The word expression can be considered a linguistic term," wrote Z. Harris and I.F. Frizyslar. Each branch or school of science develops a special terminology adapted to its nature and methods. Such special terminology is an important part of scientific research and is very important.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

As a result of the rapid growth of tourism in Uzbekistan, the industry needs many qualified employees who can communicate well in foreign languages. English is one of the important foreign languages used for effective communication between tourism service providers and international tourists. Tourists traveling to Uzbekistan need the help of travel agencies to obtain travel information, purchase tour packages, book hotel rooms, and purchase airline tickets. Likewise, hotel guests need assistance with directions and information related to shopping, choosing restaurants, returning goods to their home country, watching traditional shows, and trying local cuisine. [5]

It is no secret that tourism terminology is the main part of the lexicon of the field. It is an important process to teach tourism terminology to tourism students based on specific technologies. Since any terminology is a part of the general lexical-semantic system of the language, it includes all the processes characteristic of the dictionary in general: lexical, semantic, morphological and syntactical. In this article, we will focus on the semantic method of term formation.

"Terminologizing" is a common process in many languages, which is the transformation of a word into a term in a common literary language. In terminology, the words of the general literary language are used to express the concept of a certain science or field, while it has the specific characteristics of the term (its meaning is specific, clearly defined, and the meaning is included in the system of certain scientific concepts) and remains understandable to most non-specialists. As for touristic terminology, it should be noted that most of the touristic terms are derived from common literary language in a similar way. The tourism industry is a comprehensive industry, covering all types of trade and household services. Depending on the specific use of words and terms in the tourist attractions of each country, they are divided into two types:

1. Local;
2. External;

If local words and terms are used within a certain area (a double-decker, pub, Big BEN, palace, The Tower...), foreign words and terms are used internationally (tourism, agency, guide, products, airport, plane, train, hotel...). The main difference is that local words and terms are used by all local people and are specific to the local culture; foreign words and terms can be used by tourists from different parts of the world and by people from different cultures. [4-5]

Hybrid technology is one of the most effective methods for teaching English vocabulary to tourism students. At this point, it is necessary to emphasize the phenomenon of word appropriation. The first noteworthy aspect of the assimilation of Uzbek tourism terms into English is that they only reflect the characteristics of Uzbek culture and most of them do not have cross-linguistic equivalents. For example, when interpreting the words *maqbara, machit, madrasa, xontaxta, qamchi, ko'rpacha, sandiq, dahliz, ayvon* and many other words with local, national-cultural characteristics, in terms of their meaning and functions, their nationality the method of transliteration is used in order to preserve it.

Since each word means a concept with new and unique aspects, the most optimal way to translate Uzbek tourism terms into English is their transcription or transliteration (that is, their translation into a foreign language). As an example, this phenomenon can be seen in the following national-cultural words [3]:

The English functional equivalent of the word **"beshik"** is the lexeme of cradle, which can summarize the same task (both for the child to sleep), but it does not fully reveal the difference in the Uzbek language [1]. After all, while the cradle[2] represents "a crib made of optional material, surrounded by vertical bars, and the child can be placed freely", the definition of a *"beshik"* is different, and even its creation is a careful and delicate process. It is made of specially constructed wood, the baby is attached to it, and it has its own "small sewage system".

Hajj- [hajj]- (Pilgrimage to Makkah is a religious obligation for Muslims, pilgrimage to a holy place, in particular to Mecca) Hajj is a religious and effective duty for Muslims, and Mecca is a holy place and visiting it. ordered for all Muslims...

Kalin- [kalin]- (money to'lend for bride and her condition before marriage) money paid for the bride and her condition before marriage;

Ayron- [airon]-(sour milk drink mixed with water and a little salt) yogurt mixed with water and a little salt;

Ayvon-[aivon]- (In Central Asia, a top-closed, a top-closed, a top-closed, 1, 2 or 3 side open building produced to the climatic conditions (mainly summer season) summer season) open top, 1, 2 or 3 sided building;

Baraka- [blessing] – 1) spiritual father for a long time in Mecca, in 1370 Temur met Baraka-Baraka - in the figurative sense "Benefit" - for a long time in Mecca, the religious father of Muslims, in 1370 Temur met Baraka, 2) Baraka – in figuratively speaking "profit"

Pool-[khavuz]-reservoir, pool- "a specially dug pit that serves to store water".

The content of tourism texts requires, first of all, that it should be understandable to the consumer. Therefore, in most cases, combining both of the above approaches, transliteration and transcribed concepts are further explained by means of equivalent terms known to the tourist or by extension-explanation:

1. The mosque is the place where the prayers of Muslims are performed, the monastery revered for them, from the XI century began to be used for individual events.

3.   Another reason to come to Uzbekistan in winter is that there are dishes in our kitchen (for example, izhzhan-raw chipped meat, fish dishes, horse meat and other meat) that are not desirable to eat in the hot season.

Transliteration and transcription methods, as well as names and toponyms in the Uzbek tourist terminology system, as well as names of holidays and festivals, are effective in translation:

1. Samarkand with its Registan, Bibi-Khanym Mosque, Gur-Emir and Shahi-Zinda, Bukhara with its Poi-Kalyan Complex, Ark citadel, Samanid Mausoleum and lyabi-Khauz Ensemble, and of course Khiva with its intract inner city Ichan Kala, mosques,

madrasahs, minarets, wall sand gates are sites of tourism.

2. Some type of mosque was intended for prayers by a large number of Muslims during the Muslim holidays"Kurban Khayit"and"Uraza Khayit",which were celebrated twice.

Another technique is the inviting (propaganda) function of the text, which arouses action in the tourist and provides him with favorable additional information.

The construction of transformations of historical and cultural parts of a given nation in the translation of touristic texts of a given nation. For example, the combination ""*qizil yonoq o'zbek milliy qo'g'irchoqlari"* is translated into "rosy-cheeked Uzbek National Dolls". Because the direct translation of "red-cheeked Uzbek national dolls" would have acquired unusualness. Or this combination can be translated into English in a different way:

The most favorite heroes from the puppet shows that have survived to this day are Palvan-kachala and the beautiful Bikyakhon. They are distinguished by shiny faces made of papier-mache or wood with huge blushes on their cheeks. [3]

The right choice of words is also very important in the translation of tourism texts. For example, household *ko'rpa* va *ko'rpachalar* represent essentially different differences. But it differs in form by only one diminutive suffix. We cannot say that these two words differ only in terms of grammar and size. Because they perform different functions: one lies under us, and the other is designed to cover us. Accordingly, in English, they can be expressed in two forms, i.e. ko'rpa- *blanket or quilt*, ko'rpacha esa *mattress* blanket or quilt, and a blanket in the form of a mattress:

Tashkent's most famous farmers market, topped by a giant green dome, is a delightful slice of city life spilling into the streets off the Old Town's southern edge. There are acres of spices arranged in brightly coloured mountains, entire warehouses dedicated to sweets, and the freshest bread and fruits around. Souvenir hunters will find kurpacha (colourful sitting mattresses), skullcaps, chapan (traditional heavy quilted cloaks), ceramics and knives here. [4]

In the tourist text above, the word **ko'rpacha-** blanket is presented directly (transliteration), and the English equivalent is provided only as a footnote. The same thing happens with the word **chapon** in this passage. But looking at it as an alternative, the lexeme *cloak* represents an essentially different distinction. After all, according to the definition of the Cambridge dictionary, a sleeveless organization means a cover. The nature of the Uzbek chapon is known to all of us. But there is no perfect word in the English lexicon to describe it. Although the words kaftan and robe refer to a cover with sleeves, they are more equivalent to the word **yaktak.** Therefore, it is better to add the lexeme heavy (thick) to the words kaftan and robe in order to make tourists more aware of the word **chopon**.

Expressing tourism terms by means of equivalents is also effective in the translation of Uzbek construction-architecture terms:

3) *The huge estrade (supa) was disassembled outside of them an entrance.*

*4)	The main room of the mosque with the prayer niche (mehrob) usually has a dome. The main room has an entrance portal (peshtoq). There are pillared arcades around the courtyard.*

CONCLUSION AND DISCUSSION

In conclusion, it should be noted that the teaching of sectoral lexicon in English to tourism students has its own characteristics. In this process, the transliteration method is used to interpret local words, taking into account their meanings and functions, in order to preserve their nationality.

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SIGNIFICANCE OF INTEGRATING COMPUTERS IN EDUCATION

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In today's interconnected world, people recognize the evident benefits of acquiring a foreign language. However, there are also less apparent yet equally advantageous aspects to learning a foreign language, such as its positive impact on future career prospects and other areas. Currently, there are abundant opportunities available for language learning, especially in the Information Age, where computers play a crucial role in various aspects of daily life, including education.

The use of computers in education has a substantial history, stemming from early research and development in university settings. As the use of computers proliferated in higher education institutions, their integration into precollege education soon followed. By 1960, some schools had begun employing computers for instructional purposes.

Technology introduces substantial changes that significantly enhance productivity. Within the educational realm, technology supports teaching and learning by introducing digital tools, expanding learning resources, facilitating 24/7 learning, fostering 21st-century skills, boosting student engagement, and expediting the learning process. Additionally, technology has the potential to revolutionize teaching by fostering a new paradigm of interconnected teaching, creating a link between teachers, students, educational content, and resources to improve instruction and personalize learning.

Computer technology can be utilized in the educational setting through three primary methods: 1) as tools for various tasks such as word processing, data management, coding, and digital networking; 2) as integrated learning systems that offer individual exercises and track student progress for teacher review; and 3) through simulations and educational games designed to captivate and educate students. Education serves as a gateway to ignite curiosity and imagination, and the integration of computer technology in the educational process significantly contributes to unlocking students' full developmental potential.

Given the role of education in preparing students for the real world, it is vital for the classroom environment to mirror the world in which it exists, ensuring relevance for the students. In conclusion, the benefits of leveraging computer technology in the classroom outweigh any drawbacks. It serves as a valuable tool to bridge the gap between education and the technology-driven modern world. Incorporating computer-assisted technologies in schools provides students with increased access to information, heightened motivation to learn, a head start in acquiring marketable skills, and an elevated standard of academic work.

Teachers leveraging computer technology have expanded avenues to engage their students. Multimedia-rich presentations, such as those created using PowerPoint, cater to visual learners, while multi-touch smart boards actively involve students in the learning process, adding a tactile dimension to education. These advancements contribute to heightened motivation and interest, instilling a desire for continuous learning.

The advent of computer technology has revolutionized the way students seek information, shifting from traditional library visits to online searches for a wealth of data. Accessible digital repositories like Project Gutenberg, hosting a vast eBook collection, and reputable online references such as Encyclopedia Britannica offer students searchable text, interactive multimedia, and engaging content. Rather than solely disseminating information, educators now play a pivotal role in fostering inquiry skills and encouraging students to independently seek answers.

Computer technology has digitized numerous facets of classroom management. Learning Management Systems like Blackboard and Moodle enable students to enroll in classes, access essential materials, and complete online assessments. Collaborative discussions unfold in forums and wikis, with instructors providing feedback and grades within a virtual space. Online education has witnessed a significant surge, with millions of

students opting for digital courses in 2011, surpassing enrollment rates of traditional institutions. Online platforms cater to non-traditional students, including working professionals and parents, enabling them to pursue accredited degrees despite busy schedules.

As society undergoes continuous transformation, driven by rapid technological advancements, the integration of computers in various aspects of life, including education, is indispensable. Computers play a pivotal role in enhancing the learning experience in schools, from email communication to virtual classrooms. In light of the escalating popularity of computer technology, educational administrators must champion and promote its integration within our educational systems. The pervasive presence of computers compels educators to reassess traditional teaching methods and embrace innovative approaches that reframe the learning process and redefine the concept of valuable information in the digital age.

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ИСПОЛЬЗОВАНИЕ ТЕКСТОВ В ФОРМИРОВАНИИ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ У УЧАЩИХСЯ

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АННОТАЦИЯ

В статье раскрыта сущность лингвокультурной компетенции как осознания личностью языка как национально-культурного феномена, владение нормами русского речевого этикета, культурой межнационального общения. Исследованы особенности формирования лингвокультурной компетенции у учащихся средствами национально-прецедентных текстов. Акцентирован на важной роли школьного курса русского языка как предмета изучения и как явления национальной культуры в формировании лингвокультурной компетенции учащихся.

Ключевые слова и фразы: компетентность, компетентностный подход, культура, лингвокультурная компетенция, национально-прецедентный текст, русский язык, синтаксис.

ANNOTATSIYA

Maqolada lingvomadaniy kompetentsiyaning mohiyati insonning tilni milliy-madaniy hodisa sifatida anglashi, rus nutqi odob-axloq me'yorlarini egallashi, millatlararo muloqot madaniyati sifatida ochib berilgan. Milliy pretsedent matnlardan foydalangan holda oʻquvchilarda lingvistik va madaniy kompetentsiyani shakllantirish xususiyatlari oʻrganildi. Asosiy e'tibor o'quvchilarning lingvistik va madaniy kompetentsiyasini shakllantirishda rus tilining maktab kursining o'rganish predmeti va milliy madaniyat hodisasi sifatidagi muhim roliga qaratiladi.

Tayanch so'z va iboralar: kompetentsiya, kompetentsiya yondashuvi, madaniyat, lingvomadaniy kompetentsiya, milliy pretsedent matn, rus tili, sintaksis.

ANNOTATION

The article reveals the essence of linguocultural competence as a person's understanding of language as a national-cultural phenomenon, assimilation of the norms of Russian speech, and the culture of interethnic communication. Features of the formation of linguistic and cultural competence of students were studied using the example of national precedent texts. The main attention is paid to the important role of the Russian language as a subject of a school course and a phenomenon of national culture in the formation of linguistic and cultural competence of students.

Key words and phrases: competence, competence approach, culture, linguocultural competence, national precedent text, Russian language, syntax.

В процессе обучения, развития и воспитания школьника неоспорима роль русского языка как мировоззренческого предмета, обеспечивающего единство и взаимодействие языка, культуры, личности. В процессе изучения школьной дисциплины у учащихся формируется представление о языке как национально-культурном феномене, отражающем духовно-нравственный опыт народа и закрепляющем основные моральные ценности; о связях языка с культурными традициями народа; о красоте, выразительности и эстетических возможностях русского языка.

В лингводидактике термин «лингвокультурная компетенция» еще не сформировался и не стал общепринятым. До сегодняшнего дня в действующих документах и методической литературе прослеживаются разные его обозначения: лингвокультурная, культуроведческая, лингвокультурологическая, этнокультурная, этнофилологическая, социокультурная и т.д.

В лингводидактике лингвокультурнаю компетенцию определяют как одну из ключевых компетентностей и характеризуют как «сформированное совокупное новообразование личности, позволяющее свободно чувствовать себя в различных социокультурных ситуациях:

▪чувствовать себя не только объектом, но и субъектом культурно-исторического процесса;

▪быть разносторонне образованным, иметь широкий кругозор;

▪понимать закономерности развития культуры как процесса сотворения, сохранения и трансляции общечеловеческих ценностей;

▪ориентироваться в традициях, реалиях, обычаях, духовных ценностях не только своего народа, но и других наций;

▪уметь целесообразно и эффективно выступать, общаться в современном мире, оперируя культурными концептами и образами разных народов» [5, с. 198].

Большинство ученых-методистов лингвокультурную компетенцию трактуют как способность и готовность личности к диалогу культур, базирующегося на комплексе усвоенных лингвистических знаний, умений, навыков по языку, знании социокультурной системы страны, а также исторических условий, повлиявших на ее становление; страноведческих знаний и умений проводить сравнительный анализ родной и иноязычной культуры.

Лингвокультурную компетенцию учащихся в процессе изучения русского языка характеризуем как осознание личностью языка как формы выражения национальной культуры, взаимосвязи языка и истории народа, национально-культурной специфики русского языка, владение нормами русского речевого этикета, культурой межнационального общения[6].

Одним из средств формирования лингвокультурной компетенции есть национально-прецедентные тексты. Прецедентный текст – это завершенный и самодостаточный продукт речевой деятельности; предикативная единица; сложный знак; он хорошо известен члену национально-культурного сообщества; обращение к нему может многократно повторяться в процессе коммуникации из-за связанных с этим текстом прецедентных высказываний и прецедентных имен. К прецедентным текстам относятся произведения художественной литературы, фольклорные тексты, политические тексты [1, с. 216].

На уроках русского языка в процессе изучения синтаксиса можно предложить учащимся упражнения, предусматривающие задачи изучения языкового материала и формирования системы ценностных ориентаций, например:

• Прочтите высказывания о языке. Выпишите те, которые по строению являются сложноподчиненными предложениями. Считаете ли вы язык сокровищницей культуры русского народа? Почему?

• Восстановите афоризмы, соединив части сложных предложений. Определите разновидности сложноподчиненных конструкций. Прочтите фрагмент текста. Определите его главное мнение. Какие слова наиболее точно характеризуют русскую культуру? Какие ассоциации возникают, когда вы слышите выражение «русская культура»? На этапе формирования когнитивного компонента лингвокультурной компетенции упражнения и задачи должны быть направлены на понимание учениками языковых единиц с национально культурным компонентом, концептов русской языковой картины мира, правил речевого этикета и т.д.

На этапе формирования деятельностного компонента лингвокультурной компетенции предлагаем упражнения и задачи по совершенствованию умений и

навыков обработки и использования лингвокультурологической информации в ситуативно-коммуникативной деятельности. Учащимся можно предложить поисково-игровые и коммуникативно-проблемные задачи, направленные на развитие лингвокультурологической наблюдательности; выявление сходств и отличий социальных и культурных особенностей иноязычной и родной культур:

• Назовите русские национальные блюда. Из дополнительной литературы узнайте об одном из любимых блюд представителей другой страны. Подготовьте рецепт ее приготовления. Какие предложения преобладают в тексте? Разыграйте диалог, в котором вы рассказываете другу/подруге о приготовлении этого блюда.

• Подготовьте информацию об особенностях приветствия в разных странах мира. Разыграйте ситуацию, в которой вы бы использовали одну из форм приветствия представителя другой страны. Как вы считаете, нужно ли знать особенности речевого этикета других стран?

• Прочтите текст. Попытайтесь его распространить, используя национально-прецедентные феномены (пословицы и поговорки, фразеологизмы, прецедентные имена и т.п.). Доберите заголовок и эпиграф.

Формированию лингвокультурной компетенции учащихся способствуют лингвокультурологически ориентированные дискуссии, проекты, направленные на поиск информации о родной и иноязычной культуре, формирование навыков коллективно-групповой работы, развитие культурного творчества, сопоставление русской и иноязычной культур:

На завершающем этапе формирования лингвокультурной компетенции предлагаем учащимся написание связных высказываний, используя прецедентный текст, например:

• Попытайтесь усилить основное мнение произведений с помощью прецедентных текстов (афоризмов, пословиц, поговорок, фразеологизмов).

В процессе изучения синтаксиса русского языка предлагаем использовать такие виды национально-прецедентных текстов как эпиграфы, высказывания лингвистов, педагогов, писателей и т.д. выдающихся фигур, например:

• Прочитайте высказывания известных писателей о языке. Какие еще высказывания вам известны о языке? Найдите предложение, части которого совмещены разными типами связи – сорядности и подрядности, произведите их синтаксический разбор.

Итак, лингвокультурная компетенция – это способность личности оперировать лингвистическими знаниями (системой языка, языковыми средствами) и умение применять в процессе жизнедеятельности лингвокультурологические единицы (обычаи, традиции, образцы поведения) для эффективного культурного взаимодействия с представителями своей и другой культур в современном пространстве.

Использование прецедентных текстов на уроках русского языка дидактически оправдано, позволяет изучать языковой материал с опорой на специфику

национальной культуры, формирует лингвокультурную компетенцию. Именно русский язык как учебный предмет призван не только формировать систему языковых знаний и умений, но воспитывать личность как представителя национальной культуры, как гражданина и патриота страны.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК:

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CLASSIFICATION OF FUNCTIONAL STYLES AND THE ROLE OF JOURNALISTIC STYLE

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Abstract

Functional styles in language refer to different varieties of language use that are appropriate for different social situations, purposes, and audiences. In linguistics, functional styles are often classified based on their communicative goals and the context in which they are used. Some common functional styles include scientific, official, business, poetic, colloquial, and journalistic styles.

Keywords: register, tone, audience, informing, analyzing, holding power accountable, context.

Аннотация

Функциональные стили языка относятся к различным вариантам использования языка, которые подходят для разных социальных ситуаций, целей и аудиторий. В лингвистике функциональные стили часто классифицируются в зависимости от их коммуникативных целей и контекста, в котором они используются. Некоторые общие функциональные стили включают научный, официальный, деловой, поэтический, разговорный и журналистский стили.

Ключевые слова: регистр, тон, аудитория, информирование, анализ, привлечение власти к ответственности, контекст.

Annotatsiya

Funktsional til uslublari turli ijtimoiy vaziyatlar, maqsadlar va auditoriyaga mos keladigan tilning turli xil qo'llanilishini anglatadi. Tilshunoslikda funksional uslublar ko'pincha kommunikativ maqsadlari va qo'llanilish sharoitiga ko'ra tasniflanadi. Ba'zi umumiy funktsional uslublar orasida ilmiy, rasmiy, biznes, she'riy, so'zlashuv va jurnalistik uslublar mavjud.

Kalit so'zlar: ro'yxatga olish, ohang, auditoriya, ma'lumot, tahlil, hisobga olish huquqi, kontekst.

Introduction

The classification of functional styles in language serves as a foundational framework for understanding the diverse ways in which language is used across various contexts and purposes. From the formal and technical precision of scientific writing to the emotive and persuasive nature of literary prose, functional styles delineate the nuances of linguistic expression. Among these styles, the role of journalistic style stands out as a dynamic and influential force, bridging the realms of information dissemination, public discourse, and storytelling.

Journalistic style, characterized by its clarity, brevity, and immediacy, serves as the cornerstone of effective communication in the media landscape. Rooted in the principles of accuracy, objectivity, and accessibility, journalistic writing encapsulates the essence of events, issues, and narratives, catering to diverse audiences with varying levels of familiarity and expertise.

Main body

In this article, we delve into the intricate web of functional styles, exploring their defining features, purposes, and implications. Central to this exploration is an in-depth analysis of the role of journalistic style, examining its evolution, techniques, and significance in shaping public opinion, fostering critical inquiry, and driving social change. Through a comprehensive examination of linguistic theory, journalistic practice, and real-world examples, we aim to illuminate the multifaceted nature of functional styles and underscore the pivotal role of journalistic style in contemporary communication landscapes.

Functional styles refer to the various ways in which language is used to fulfill different communicative purposes across different contexts. Linguists classify functional

styles based on their characteristics, such as vocabulary, syntax, tone, and purpose. Common functional styles include scientific, technical, literary, colloquial, and journalistic styles, each serving distinct functions and catering to specific audiences.

The Role of Journalistic Style:

Journalistic style is a subset of functional styles that encompasses the language and writing conventions used in journalism. It emphasizes clarity, brevity, and objectivity while conveying information to a broad audience. Journalistic style plays a crucial role in shaping public opinion, informing the masses about current events, and fostering critical thinking. It serves as a bridge between complex information and the general public, providing accessible and engaging narratives that drive discourse and influence societal perspectives. Through its adherence to ethical standards and storytelling techniques, journalistic style holds immense power in both informing and shaping the collective consciousness of societies around the world.

In journalistic style, we typically encounter a blend of several functional styles tailored to the specific needs of news reporting and storytelling like these:

Informational Style: Journalistic writing primarily aims to convey information in a clear and concise manner. This functional style ensures that facts are presented accurately and objectively, without bias or personal interpretation.

For example:

Headline: "Earthquake Strikes Coastal Town: Magnitude 7.2 Tremor Causes Widespread Damage"

Article Excerpt: "A powerful earthquake measuring 7.2 on the Richter scale rocked the coastal town of San Andreas yesterday, causing extensive damage to buildings and infrastructure. According to seismologists, the epicenter of the quake was located off the coast, triggering strong tremors felt across the region."

After reading this headline or extract, we may realize that is written in an informative way which gives us information about natural disaster.

Narrative Style: Journalistic pieces often incorporate narrative elements to engage readers and convey complex events or issues in a compelling manner. This style employs storytelling techniques such as vivid descriptions, character profiles, and chronological sequencing to create a cohesive and immersive narrative.

For example:

Headline: "Surviving Against All Odds: A Tale of Resilience in the Face of Adversity"

Article Excerpt: "In the aftermath of the devastating hurricane, amidst the rubble and chaos, stories of courage and survival emerge. Maria Martinez, a resident of the hard-hit coastal community, recounts her harrowing journey to safety as floodwaters engulfed her home, leaving her stranded for days without food or water."

In this example, the meaning of this information is written in a narrative style.

Persuasive Style: While maintaining objectivity, journalistic writing may also adopt a persuasive style to influence readers' opinions or actions. This can involve the use of

rhetorical devices, persuasive language, and expert opinions to sway public perception on specific topics or issues.

For example:

Headline: "Why Climate Change Demands Urgent Action: Experts Warn of Dire Consequences" Article Excerpt: "As global temperatures continue to rise at an alarming rate, scientists warn of catastrophic consequences if immediate action is not taken to mitigate climate change. With wildfires raging, sea levels rising, and extreme weather events becoming more frequent, the need for decisive action to reduce carbon emissions and transition to renewable energy sources has never been more urgent."

In this extract we can see persuasive style of publististic texts.

Colloquial Style: Journalistic writing often adopts a conversational tone to resonate with a broad audience. This informal style enhances readability and accessibility, making news articles more engaging and relatable to readers from diverse backgrounds.

For example:

Headline: "Big Win for Underdogs: David Beats Goliath in Nail-Biting Finale" Article Excerpt: "In a stunning upset, the underdog team pulled off a miraculous victory against the reigning champions in a heart-stopping finale that had fans on the edge of their seats. Against all odds, they proved that with determination, teamwork, and a never-say-die attitude, anything is possible."

In this example we can see a conversational tone of journalistic style

Expository Style: In-depth news articles or investigative reports may employ an expository style to provide comprehensive analysis and context on complex issues. This functional style involves presenting factual information, expert opinions, and statistical data to educate readers and facilitate deeper understanding.

For example:

Headline: "Exploring the Impact of Artificial Intelligence on the Future of Work"

Article Excerpt: "As advancements in artificial intelligence continue to reshape industries and economies worldwide, experts delve into the potential implications for the future of work. From automation and job displacement to the emergence of new career pathways, the transformative effects of AI technology are poised to revolutionize the global workforce in unprecedented ways."

In this example the functional style of journalistic text is illustrated with experts opinion.

Conclusion

Overall, journalistic style encompasses a diverse range of functional styles, each strategically employed to serve the overarching goal of informing, engaging, and influencing readers in the realm of public discourse. In the dynamic landscape of functional styles, journalistic style stands as a beacon of truth, integrity, and accountability. Through its mastery of language, storytelling, and ethical principles, journalistic writing transcends mere communication to become a catalyst for informed discourse, social awareness, and collective action. As we navigate the complexities of a

rapidly evolving media landscape, the role of journalistic style remains as vital as ever, reminding us of the power of words to shape the world we inhabit.

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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ФРАНЦУЗСКОМУ ЯЗЫКУ

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Аннотация: Данная статья посвящена современным методам преподавания иностранного языка, в частности французского, и современным технологиям, используемым при преподавании французского языка, а также проблемам в преподавании французского языка.

Ключевые слова: французский язык, педагог, иностранный язык, технология, методика обучения, современные технологии

Введение. Иностранный язык сегодня играет значительную роль в жизни человека. Со знанием иностранного языка появляются дополнительные возможности к коммуникации, к личностному развитию и профессиональной самореализации. Наряду с этим, человек приобщается к мировым культурам и способствует их развитию и обогащению.

Понятие "педагогическая технология" может рассматриваться в трех аспектах:

• научном - как часть педагогической науки, изучающая и разрабатывающая цели, содержание и методы обучения и проектирующая педагогические процессы;

• процессуальном - как описание (алгоритм) процесса, совокупность целей, содержания, методов и средств достижения планируемых результатов обучения;

• деятельностном - осуществление технологического (педагогического) процесса, функционирование всех личностных, инструментальных и методологических педагогических средств.

Как и любая технология, педагогическая технология представляет собой процесс, при котором происходит качественное изменение воздействия на обучаемого. Педагогическую технологию можно представить следующей формулой:

ПТ = цели + задачи + содержание + методы (приемы, средства) + формы обучения

Технология предлагает проект учебного процесса, определяющего структуру и содержание учебно-познавательной деятельности учащихся. Проектирование учебной деятельности учащихся ведет к более высокой стабильности успехов учащихся.

Методология и анализ. Ведущее направление развития педагогики - развивающее обучение. Концепция проблемного обучения, как и развивающего, изначально основывается на тенденции усиления роли ученика в образовании, понимании необходимости личностного развития учащихся. Проблемный тип обучения обеспечивает не только достижение результата (усвоение системы знаний), но и овладение учениками процессом получения этого результата (усвоение способов деятельности по овладению знаниями).

Проблемное обучение в настоящее время имеет несколько разновидностей, в зависимости от того, какая цель выделяется педагогом в качестве основной. Так, это может быть усвоение учащимися знаний, умений и навыков. Тогда педагог руководит и направляет процесс разрешения проблемных ситуаций, и за счет увеличения самостоятельности и персонализации получаемых знаний, они в большей степени усваиваются учениками, а учебный процесс активизируется за счет большего интереса со стороны учеников - проблемное обучение превращается в усовершенствование методики преподавания и структуры учебного материала. Основной целью может стать творческое развитие учащихся, тогда педагог использует по большей части проблемные ситуации, изначально не имеющие однозначного ответа, поощряет творческое начало в учениках, отдает им учебную инициативу. Проблемное обучение может быть близко и к развивающему обучению, если его задачей ставится развитие интеллекта учеников - за счет увеличения самостоятельности учащихся при разрешении проблемных ситуаций формируется

активная познавательная деятельность, достигается свобода и органичность применения способов умственных действий.

Выделяют четыре уровня проблемного обучения.

I уровень - несамостоятельная (обычная) активность. Для него характерно, что учитель сам организует проблемную ситуацию, вычленяет учебную проблему и излагает факты, приводящие к ее решению. Учащиеся воспринимают объяснение учителя, усваивают образец в условиях проблемной ситуации, выполняют самостоятельные работы, осуществляют устное воспроизведение изученного материала.

II уровень - полусамостоятельная активность. Характеризуется применением прежних знаний в новой учебной ситуации. Учитель сам организует проблемную ситуацию, а далее уже совместно с учащимися формулирует проблему; вместе они выдвигают гипотезы, останавливаются на единственно верной, намечают пути решения, обсуждают факты.

III уровень - самостоятельная активность. Характеризуется тем, что проблемную ситуацию создает учитель, а решают проблему учащиеся. Данному уровню присуще выполнение работ репродуктивно-поискового типа, когда ученик сам работает по тексту учебника, применяет прежние знания в новой ситуации, конструирует, решает задачи среднего уровня сложности, доказывает гипотезы с незначительной помощью учителя.

IV уровень - творческая активность. Ему присуще выполнение самостоятельных работ, требующих творчества, воображения, логического анализа и догадки, открытия нового способа решения учебной проблемы, самостоятельного доказательства. Этот уровень предполагает, что на основе материалов, рекомендованных педагогом, учащиеся сами определяют проблемы, намечают пути их решения с последующей самостоятельной реализацией, делают выводы, необходимые обобщения.

Проблемное образование позволяет более эффективно развивать творческие способности учащихся, их интеллект, оно способствует более качественному усвоению знаний, умений и навыков.

При проблемном обучении существенно усиливается роль самостоятельного образования, инициативность. Самостоятельный поиск решения проблемной ситуации развивает чувство ответственности, повышает самомотивацию, волю учащихся. Кроме того, в процессе проблемного обучения предполагается, что учащиеся будут самостоятельно выбирать и обрабатывать самые разные источники информации, в том числе и те, с которыми они будут работать в последующем, и обращаться к этим источникам им приходится чаще, чем тем, кто обучается по традиционной программе.

Основными трудностями в обучении французскому языку являются недостаток активной устной практики в расчете на каждого ученика группы, отсутствие необходимой индивидуализации и дифференциации обучения. Специфика иностранного языка, как известно, заключается в том, что мы обучаем не основам наук, а навыкам и умениям в различных видах речевой деятельности. Цель обучения французскому языку - овладение коммуникативной компетенцией, т.е. предусматривается обучение не столько системе языка (лингвистической компетенции), сколько практическое овладение иностранным языком.

Основной принцип личностно-ориентированного подхода– в центре обучения должен находиться ученик, а не учитель, деятельность познания, а не преподавания. Если мы обучаем практическому владению тому или иному виду речевой деятельности, то обучать этому можно лишь через практику в этом виде деятельности. На уроке большую часть времени должны практиковаться учащиеся. Это проблема активизации познавательной деятельности учащихся на уроке.

Вот почему представляется наиболее интересным опыт обучения в сотрудничестве. Это технологии, которые позволяют наиболее эффективно достигать прогнозируемых результатов обучения и раскрывать потенциальные возможности каждого ученика. Учитывая специфику предмета «иностранный язык», эти технологии могут обеспечить необходимые условия для активизации познавательной и речевой деятельности каждого ученика группы, предоставляя каждому ученику возможность осознать, осмыслить новый языковой материал, получить достаточную устную практику для формирования необходимых навыков и умений.

Основная идея технологии обучения в сотрудничестве, обучения в малых группах - создать условия для активной совместной учебной деятельности учащихся в разных учебных ситуациях. Ученики разные - одни быстро «схватывают» все объяснения учителя, легко овладевают лексическим материалом, коммуникативными умениями, другим требуется не только значительно больше времени на осмысление материала, но и дополнительные примеры, разъяснения. Такие ребята, как правило, стесняются задавать вопросы при всем классе, а подчас просто и не осознают, что конкретно они не понимают, не могут сформулировать правильно вопрос. Если в таких случаях объединить ребят в небольшие группы (по 3-4 человека) и дать им одно общее задание, оговорив роль каждого ученика группы в выполнении этого задания, то возникает ситуация, в которой каждый отвечает не только за результат своей работы (что часто оставляет его равнодушным), но, что особенно важно, за результат всей группы. Поэтому слабые ученики стараются выяснить у сильных все непонятые ими вопросы, а сильные ученики заинтересованы в том, чтобы все члены группы, в первую очередь, слабый ученик разобрались в материале, а заодно и сильный ученик имеет возможность проверить собственное понимание вопроса. Совместными усилиями ликвидируются пробелы.

Это общая идея обучения в сотрудничестве. Вместе учиться не только легче и интереснее, но и значительно эффективнее. Причем важно, что эта эффективность касается не только академических успехов учеников, их интеллектуального развития, но и нравственного. Помочь другу, вместе решить любые проблемы, разделить радость успеха или горечь неудачи.

Главная идея обучения в сотрудничестве - учиться вместе, а не просто что-то выполнять вместе. Существует много разнообразных вариантов обучения в сотрудничестве. Учитель в своей практике может разнообразить и эти варианты своим творчеством, применительно к своим ученикам, но при одном непременном условии - при четком соблюдении основных принципов обучения в сотрудничестве:

группы учащихся формируются учителем до урока, с учетом психологической совместимости детей. При этом в каждой группе должен быть сильный ученик, средний и слабый, девочки и мальчики. Если группа на протяжении ряда уроков работает слаженно, дружно, нет необходимости менять их состав. Если работа по каким-то причинам не очень клеится, состав группы можно менять от урока к уроку;

группе дается одно задание, но при его выполнении предусматривается распределение ролей между участниками группы (роли обычно распределяются самими учениками, но в некоторых случаях учитель может дать рекомендации);

оценивается работа не одного ученика, а всей группы (т.е. оценка ставится одна на всю группу); важно, что оцениваются не только и иногда не столько знания, сколько усилия учащихся (у каждого своя «планка»). При этом в ряде случаев можно предоставить учащимся самим оценивать результаты (особенно промежуточные) своего труда;

учитель сам выбирает ученика группы, который должен отчитаться за задание. В ряде случаев это бывает слабый ученик (в нашем предмете это касается, главным образом, лингвистических знаний, грамматических, лексических). Если слабый ученик в состоянии обстоятельно доложить результаты совместной работы группы, ответить на вопросы других групп, значит, цель достигнута и группа справилась с заданием, так как цель любого задания - не формальное его выполнение (правильное/неправильное решение), а овладение материалом каждым учеником группы.

Теперь представим себе фрагмент урока, на котором используется данная технология. Каждой группе дается одно задание на закрепление нового материала. Это задание дифференцируется по этапам: сначала дается задание только на проверку понимания, осмысления нового правила. При выполнении этого задания сразу выясняется, кто из учеников не понял новый материал. Он обязательно обратится к сильному ученику группы, так как знает, что далее последует ряд упражнений, один комплект на группу. Это упражнения на формирование навыка. Они могут выполняться в группе разными способами. В одних случаях каждый ученик может выполнять свое, определенное лидером группы для него задание, и

затем все задания проверяются и обсуждаются всей группой. В других случаях группа может поделиться на пары (если она состояла из четырех человек), и упражнение будет выполняться в парах (в этом случае возможно использование специальных упражнений для работы в парах с ключом, т.е. правильным вариантом ответа в карточке контролирующего ученика). Когда работа закончена, учитель просит любого ученика из любой группы показать результаты работы и обязательно пояснить, почему выполнено именно так, а не иначе. Таким образом, любой ученик группы должен быть всегда готов отвечать по результатам совместной деятельности группы. Это могут быть задания на проверку домашнего задания, работа над текстом для чтения, подготовка к тесту или контрольной работе, совместная работа по проекту, по отработке орфографических навыков, работа над лексикой.

Результаты.В результате систематической и целенаправленной (хорошо продуманной и подготовленной) работы в сотрудничестве удается значительно увеличить время устной и речевой практики для каждого ученика на уроке, дать шанс каждому ученику сформировать в своем сознании систему изучаемого языка.

Учитель приобретает новую, нисколько не менее важную для учебного процесса роль - роль организатора самостоятельной учебно-познавательной, коммуникативной, творческой деятельности учащихся. У него появляется значительно больше возможностей дифференцировать процесс обучения, использовать возможности межличностной коммуникации учащихся в процессе их совместной деятельности для совершенствования речевых умений.

Вывод. Современные тенденции образования, социальные и индивидуальные потребности требуют внесения изменений в традиционную систему обучения. Современные стандарты образования нацелены на формирование коммуникативной компетенции у обучаемого, на развитие у него глубоких знаний, которые он смог бы применить на практике. Новые тенденции современного общества требуют формирования самостоятельной личности, способной к активной учебной деятельности, к применению результатов этой деятельности на практике. Анализ существующих педагогических технологий показал, что их использование в обучении иностранному языку оказывается эффективным, если учитель умеет адаптировать их к учебной ситуации, к уровню учащихся, к предметному материалу.

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MOST COMMON PROBLEMS IN TEACHING A TEARGET LANGUAGE

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ANNOTATION

Whenever a person initiates to learn a new language the problems linked with learning seem never ending with and these challenges frequently happen due to internal or external factors. In this article, you are introduced to four main factors that contribute to existing issues in learning and teaching target tongue, and these difficulties occur with the assimilation of class size, students' behavior, the teacher's comfort level, and other external elements.

KEY WORDS: target language, number of students, external elements, mixed ability classes, behavior, teacher's comfort level, common problems

INTRODUCTION

With long continued procedure, learning a language still remains demanding for most of the target language learners. There might have observed plenty of issues related to methods and approaches in the lesson delivered by the language instructors however, in this article, we are going to have a meditation about both, the mistakes which made by teachers and students and the problems they are facing while learning a target language.

It is commonly believed that a quite popular teaching method is utilizing the mother tongue when the language instructors are explaining the day's topic and speaking in the

target language solely for commenting or ordering for the readied tasks. However, "Clark says, when the teacher resorts to speaking the shared native language the message that is being given to the pupils is: 'use English when you have something real to say. Use the foreign language when we are doing exercises, question-and-answer work, and other unreal (non-communicative) things'."[50] `

A Co-operative Teaching Survey was undertaken in secondary school French language courses in Scotland to determine why instructors find it so difficult to use intended language as the medium of instruction. The following factors were found to be a cause of difficulty: "what kind of class it is (number of students, mix of abilities, placement, whether or not it was taught in French last year, etc.); the class's response (behavior); the teacher's comfort level when utilizing the target language (weariness may play a role here); External elements (examination type, departmental ethos)."[51]

Let me clarify the facts about the numbers of student. "In an ideal world, class sizes would be capped at 15 to 20 students. Unfortunately, many classrooms now regularly exceed 30 students, and it is not uncommon for there to be more than 40 students in a single class."[52] Both teachers and students may suffer from a lack of classrooms. In overcrowded classrooms, there may be a decline in student participation, instructor effectiveness, and academic performance. Teachers can also find it challenging to meet the individual requirements of every student in a busy and distracted environment, and children might feel more stressed and anxious. Additionally, having mixed ability classroom could have more demanding because when creating a single lesson plan for such classroom a teachers should have concern too many things like each student's learning context, interests, family condition, occupation, religion and so on. "Except these problems there are also main factors which influence on the effective lesson. Teachers construct differentiated classrooms in varying ways depending on their own personalities,

[50]Clark, J. 'Communication in the Classroom' in Modern Languages in Scotland. 1981. 2122.

[51] Carole E.M. Franklin (1990) Teaching in the target language: Problems and prospects, The Language Learning Journal, 2:1, 20-24, DOI: 10.1080/09571739085200371

[52] Meador, Derrick. "Solutions for Teaching in an Overcrowded Classroom." ThoughtCo, Apr. 5, 2023, thoughtco.com/teaching-in-an-overcrowded-classroom-3194352.

the nature of the subject and grade level they teach, and the learning profiles of their students."[53]

"One thing that sets the most successful teachers apart understands that student learning behaviors directly impact the learning outcome of every student on their roster. Student learning behaviors include all of the actions that students take to access the new information being taught to them while also behaving in a responsible manner."[54]

For instance, pupils are significantly more likely to succeed than those who don't pay attention in class, follow instructions from teachers, solve issues, and never give up. Yes, minor infractions such as falling asleep, arriving late, or nodding off in class can cause students to fall so far behind that they become overwhelmed, find it difficult to make up, and ultimately give up.

Teaching exclusively in the target language might create discomfort zone if the students in the classroom are in the beginner or elementary levels. Besides that this process requires much effort of the instructor with being repetitive. Another issue is associated with the knowledge of the teacher herself as he tries to explain the new theme or describing an event in the lesson the lack of vocabulary may prevent provision of the detailed information about the topic.

On the list of external elements, curriculum, instruction, culture and status, motivation, and excess for native speakers can be found. Let us jump in some of these factors one by one. The courses are usually created on the basis of a certain curriculum, and this curriculum has its own standards and measurements that reflect the student's academic level. Due to such prevention, students may have obstacles whenever they feel ready to continue language learning with one- plus level students.

Motivation also plays a crucial role to maintain students' interest to the lesson. Listening encouraging words from the instructors always accepted willingly by the

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[53] Kelly A.V. (1974). Teaching mixed ability classes: an individualized approach. London: Harper & Row Ltd.
[54] Student Learning Behavior Directly Impact Learning Outcomes, Jigsaw, May 15. 2024.
https://jigsawinteractive.com/student-learning-behaviors-directly-impact-learning-outcomes-2/

learners. When students feel discourage and vulnerability their self- confidence and desire will decrease.

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O'QITISHDA SUN'IY INTELLECT (AI) VA AXBOROT TEXNOLOGIYALARINING ROLI VA AHAMIYATI

ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: ENHANCING FLUENCY AND CULTURAL UNDERSTANDING

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Abstract: *The article is devoted to the application of artificial intelligence (AI) in language education with a focus on enhancing fluency and cultural understanding. Drawing upon recent research and developments, the article examines the potential of AI technologies, such as natural language processing, machine learning, and deep learning, to improve language learners' fluency skills and foster intercultural competence. It also discusses the various ways in which AI can be integrated into language learning environments. Additionally, the article addresses the challenges and ethical considerations associated with AI implementation in language education. Overall, it highlights the potential of AI in language education to enhance fluency and promote cultural understanding, while also acknowledging the importance of pedagogical considerations and human guidance in leveraging these technologies effectively.*

Key words: *artificial intelligence, language education, fluency, cultural understanding, intercultural competence, ethical considerations, technological integration, language acquisition.*

Introduction

In our increasingly interconnected world, the ability to communicate fluently in multiple languages has become an invaluable skill. Language education plays a pivotal role in fostering global communication and understanding, enabling individuals to bridge cultural divides and engage in meaningful interactions. With advancements in technology, particularly in the realm of artificial intelligence (AI), language learning is undergoing a profound transformation. AI is revolutionizing traditional language education methods, offering innovative approaches that enhance fluency and cultural understanding like never before.

Fluency in a foreign language goes beyond mere vocabulary memorization and grammatical rules. It encompasses the ability to comprehend, express oneself naturally, and navigate the intricacies of cultural nuances. AI-powered platforms and tools are

paving the way for personalized language learning experiences, tailored to the unique needs and abilities of individual learners. Through adaptive algorithms and personalized feedback, AI aims to optimize the language acquisition process, accelerating progress and improving overall fluency.

One of the notable applications of AI in language education is the advent of intelligent language assistants. These virtual tutors harness the power of AI chatbots and voice recognition technology to simulate real-life conversations and provide interactive language practice. Learners can engage in dialogues, receive immediate feedback, and even have their pronunciation corrected in real-time, all within the immersive environment of the language assistant. Such interactive experiences foster not only fluency but also confidence in oral communication.

Moreover, AI's capabilities in natural language processing (NLP) have opened up new avenues for language learners. NLP-powered tools facilitate language comprehension and production by enabling accurate translation, language analysis, and contextual understanding. Learners can harness AI translation tools to decipher unfamiliar texts, while NLP algorithms aid in improving writing skills through grammar and style suggestions. These AI-driven features empower learners to engage with language in a more nuanced and sophisticated manner.

Beyond fluency, AI in language education is also instrumental in cultivating cultural understanding. Virtual reality (VR) technology combined with AI enables learners to immerse themselves in authentic cultural contexts, transcending geographical boundaries. Through simulated scenarios and cultural simulations, learners can experience firsthand the customs, traditions, and social norms of different cultures. This immersive approach fosters empathy, cultural sensitivity, and a deeper appreciation for diversity.

While the integration of AI in language education offers remarkable opportunities, it is crucial to consider the ethical implications and limitations. Bias, privacy concerns, and the risk of overreliance on AI platforms are among the ethical considerations that require careful examination. It is essential to strike a balance between the benefits of AI and the irreplaceable value of human interaction in language learning.

The article discusses the transformative role of AI in language education, with a particular focus on enhancing fluency and cultural understanding. It also explores the personalized learning experiences facilitated by AI, the impact of intelligent language assistants, the power of natural language processing, and the potential of AI-driven cultural immersion. Additionally, it addresses the ethical considerations and limitations surrounding AI in language education. Through examining these aspects, the article provides insights into the future of language learning and the profound influence of AI in shaping global communication.

Intelligent language assistants

In language education, one of the most significant advancements brought about by artificial intelligence (AI) is the emergence of intelligent language assistants. These virtual tutors, powered by AI technologies, have revolutionized the way individuals learn and practice foreign languages. By simulating real-life conversations, providing interactive

feedback, and tailoring learning experiences to individual needs, intelligent language assistants have become invaluable tools in enhancing fluency and proficiency in foreign languages.

Gone are the days of relying solely on textbooks and traditional classroom instruction. Intelligent language assistants harness the power of AI chatbots, natural language processing (NLP), and voice recognition technology to create immersive language learning environments. Through these virtual tutors, learners can engage in dialogues, ask questions, and practice their language skills in a safe and supportive setting. This interactive approach not only enhances fluency but also boosts learners' confidence and oral communication abilities.

What sets intelligent language assistants apart is their ability to provide personalized feedback and adapt to individual learners' needs. AI algorithms analyze learners' responses, identify areas for improvement, and offer tailored suggestions for further practice. This personalized approach ensures that learners receive targeted guidance, focusing on their specific strengths and weaknesses. By delivering instant feedback and customized learning paths, intelligent language assistants optimize the language acquisition process, making it more efficient and effective.

Furthermore, intelligent language assistants excel in the realm of pronunciation and accent improvement. Leveraging voice recognition technology, they can analyze learners' speech patterns, identify pronunciation errors, and provide real-time corrections. This immediate feedback allows learners to refine their pronunciation and develop a more authentic accent. As a result, learners can better understand and be understood by native speakers, enhancing their overall communication skills.

AI-powered language assistants also have the advantage of being available anytime, anywhere. Learners can access them through various platforms, including mobile applications, web-based interfaces, and even smart speakers. This accessibility not only accommodates diverse learning preferences but also encourages continuous practice and engagement. Learners can utilize these language assistants on their own schedule, fitting language learning seamlessly into their daily lives.

Beyond their impact on fluency and proficiency, intelligent language assistants contribute to cultural understanding. Many of these AI-powered platforms offer language courses embedded with cultural elements, such as customs, traditions, and idiomatic expressions. Learners can gain insights into the cultural context of the language they are studying, fostering a deeper appreciation for cultural diversity. By immersing learners in authentic cultural scenarios, intelligent language assistants cultivate not only linguistic competence but also intercultural competence.

While intelligent language assistants have revolutionized language learning, it is important to recognize their limitations. AI technologies are not without their flaws, and language assistants may occasionally provide inaccurate or incomplete information. Additionally, the challenge of fostering meaningful human interaction and emotional connection remains. It is crucial to strike a balance between the benefits of AI-driven language learning and the irreplaceable value of human guidance and interaction.

As AI continues to advance, the potential of intelligent language assistants in language education is boundless. With ongoing developments in natural language

understanding, machine learning, and data-driven algorithms, these virtual tutors will become even more sophisticated, adapting to learners' needs in increasingly nuanced ways. The future of language education holds the promise of AI-driven personalized instruction, empowering learners to achieve fluency, cultural understanding, and meaningful global communication.

Cultural immersion and virtual reality

Language learning isn't just about mastering vocabulary and grammar; it's also about immersing oneself in the rich tapestry of culture that accompanies each language. In this digital age, artificial intelligence (AI) has opened up exciting avenues for cultural immersion through the integration of virtual reality (VR) technology. By combining AI and VR, language education has taken a giant leap forward, offering learners unparalleled opportunities to experience and understand the cultural nuances that shape a language [1; 304-327].

Virtual reality technology provides a simulated environment that replicates real-world experiences. When applied to language learning, VR allows learners to step into virtual environments where they can interact with native speakers, explore cultural landmarks, and engage in contextualized language practice. This immersive approach transcends geographical boundaries, providing learners with an authentic taste of the target language's cultural context.

AI-driven VR experiences enable learners to participate in simulated scenarios that reflect real-world cultural contexts. From ordering food at a bustling street market to navigating through historical sites, learners can practice their language skills in situations that mimic genuine cultural encounters. These virtual experiences foster a deeper understanding of cultural norms, customs, and social dynamics, ensuring that learners not only speak the language but also appreciate the cultural nuances that accompany it.

Furthermore, AI technologies enhance the authenticity of VR language immersion by providing real-time feedback and guidance [2; 267-288]. Through the integration of natural language processing (NLP) algorithms, AI-powered language assistants can analyze learners' spoken or written language, assess their comprehension, and offer immediate corrections or suggestions]. Learners can refine their language skills in a supportive virtual environment, receiving personalized feedback that accelerates their progress and builds confidence.

Virtual reality also enables learners to develop cultural empathy and intercultural communication skills. By virtually interacting with diverse characters and personas, learners gain insights into different perspectives, values, and ways of life. They learn to navigate cultural differences, adapting their language and behavior accordingly. This experiential learning fosters cultural sensitivity, enabling learners to communicate effectively and respectfully in multicultural settings.

Moreover, AI-driven VR platforms offer the flexibility to tailor language learning experiences to individual preferences and goals. Learners can choose from a range of virtual scenarios and cultural contexts, allowing them to focus on specific areas of interest or relevance to their language learning journey. Whether it's business interactions, travel

situations, or social conversations, learners have the freedom to customize their virtual immersion experience, aligning it with their personal language goals.

While AI-driven VR provides remarkable opportunities for cultural immersion, it's essential to acknowledge its limitations. Access to VR technology and resources may pose challenges for some learners, limiting its widespread adoption. Additionally, AI-driven VR experiences should complement, rather than replace, real-life cultural interactions. Engaging with native speakers and participating in authentic cultural experiences remains crucial for a well-rounded language education.

As AI continues to advance, the potential of cultural immersion through VR in language education will expand even further. AI algorithms will become more sophisticated in capturing subtle cultural nuances, offering learners increasingly realistic and tailored virtual experiences. Additionally, advancements in haptic feedback technology and multi-sensory immersion will enhance the realism and effectiveness of VR language learning environments.

In general, the integration of AI and VR in language education has opened up exciting avenues for cultural immersion. Through AI-driven virtual reality experiences, learners can step into immersive environments, engage with cultural contexts, and practice their language skills in a meaningful and realistic manner. By combining linguistic competence with a deep understanding of cultural nuances, learners can become effective communicators and bridge cultural divides. As technology continues to evolve, AI-driven VR holds tremendous promise to reshape language education and empower learners to navigate the globalized world with confidence and cultural understanding.

Ethical considerations and limitations

While cultural immersion through virtual reality (VR) offers significant benefits for language learners, it is important to address the ethical considerations and limitations associated with this approach. Understanding these aspects ensures responsible use of VR technology in language education.

VR platforms gather user data to enhance the learning experience. It is crucial to prioritize user privacy and implement robust security measures to protect personal information. Ensuring transparent data collection practices and obtaining informed consent from users is essential [3; 135-157].

VR technology may create accessibility barriers for individuals with disabilities or those lacking access to the necessary hardware or reliable internet connection. Efforts should be made to provide alternative learning options and accommodate diverse learner needs.

VR experiences should strive to accurately represent diverse cultures and avoid perpetuating stereotypes or cultural appropriation. Collaborating with cultural experts and seeking input from the communities being portrayed can help ensure authenticity and respect.

Immersive VR experiences can evoke strong emotions and potentially trigger anxiety or discomfort in learners. Implementing appropriate content warnings, providing support

resources, and allowing learners to control their level of immersion can help mitigate any potential negative effects.

AI algorithms used in VR language learning platforms may inadvertently perpetuate biases or discriminatory practices. Regular auditing of algorithms, addressing bias issues, and promoting diverse perspectives can help mitigate these risks.

VR technology can be expensive, limiting its accessibility for some learners. Efforts should be made to explore affordable alternatives or integrate VR experiences into existing learning resources to ensure equitable access.

While VR provides immersive experiences, it cannot fully replicate real-world interactions and cultural nuances. Real-life cultural interactions, travel experiences, and face-to-face communication remain important components of language learning and cultural understanding [4; 13-20].

Future directions

As cultural immersion and virtual reality (VR) technology continue to evolve, several future directions can shape the field of language education. These directions hold promise for further enhancing the effectiveness and impact of VR-based cultural immersion.

Advances in VR technology can lead to more interactive and realistic virtual environments. Incorporating haptic feedback, hand tracking, and advanced graphics can create a more immersive and authentic experience for language learners. This increased interactivity can further enhance learners' engagement and language acquisition.

Future developments may focus on integrating social VR platforms that enable learners to interact with fellow language learners or native speakers in virtual spaces. Collaborative learning experiences can facilitate communication, cultural exchange, and peer feedback, fostering a sense of community and mutual support.

AI-driven algorithms can be leveraged to personalize VR language learning experiences based on individual learner preferences, needs, and proficiency levels. Adaptive learning systems can dynamically adjust the difficulty of virtual scenarios, provide targeted feedback, and tailor the content to optimize learning outcomes.

VR can facilitate cross-cultural exchanges by connecting learners from different regions and cultures in virtual environments. Language learners can engage in language exchanges, cultural dialogues, and collaborative projects with peers from around the world, promoting intercultural understanding and global collaboration.

Continued attention should be given to ethical considerations and inclusive design principles in the development of VR language learning platforms [5; 80-92]. Ensuring accessibility for learners with disabilities, addressing bias and discrimination, and promoting diverse and authentic cultural representation will be crucial.

Conclusion

The integration of cultural immersion and virtual reality technology has revolutionized language education, offering learners unprecedented opportunities to explore and understand the cultural dimensions of language. VR-based language learning

experiences enable learners to engage in realistic, context-rich environments, fostering cultural empathy, intercultural communication skills, and deeper language understanding.

While ethical considerations, limitations, and challenges exist, addressing these issues will be critical to ensure responsible and inclusive use of VR technology in language education. By prioritizing data privacy, accessibility, cultural authenticity, and emotional well-being, VR can serve as a powerful tool for promoting cultural understanding and language proficiency.

Looking ahead, future advancements in VR technology, personalized learning approaches, and collaborative platforms hold great potential for further enhancing the effectiveness and accessibility of cultural immersion in language learning. As VR continues to evolve, it will undoubtedly play a significant role in shaping the way we learn languages and navigate global cultural landscapes.

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EMPOWERING LANGUAGE EDUCATORS: THE VITAL ROLE OF TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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Annotatsiya: Maqolada zamonaviy texnologiya vositalarning chet tillarini o'rgatishda qanchalik muhimligi, texnologiya vositasidagi vazifalarning afzalliklari va kamchiliklari, ularning til o'rganishdagi foydaliligi va talabalar uchun foydali resurslar ko'rib chiqiladi. Bundan tashqari, maqolada nima uchun o'qituvchilar zamonaviy bo'lishga, interfaol darslar yaratishga va talabalarni ijodiy yo'l bilan jalb qiladigan o'qitish usullaridan foydalanishga da'vat etilishi muhokama qilinadi.

Kalit so'zlar: innovatsion texnologiyalar, interaktivlik, malaka, talaba motivatsiyasi

Аннотация: В статье рассматривается, насколько важны современные цифровые инструменты для обучения иностранным языкам, преимущества и недостатки задач, опосредованных технологиями, их полезность для изучения языка и полезные ресурсы для студентов. Кроме того, в статье обсуждается, почему учителям рекомендуется быть современными, уметь создавать интерактивные уроки и использовать методы обучения, которые творчески привлекают учащихся.
Ключевые слова:инновационные технологии, интерактивность, компетентность, мотивация студентов.

Abstract: The article examines how modern digital tools are essential for teaching foreign languages, advantages, and disadvantages of technology-mediated tasks, their usefulness for language learning and helpful resources for students. Furthermore, the article discusses why teachers are encouraged to be modern, able to create interactive lessons, and employ teaching techniques that engage students in a creative way.
Key words: innovative technologies, interactivity, proficiency, student motivation

The challenges that teachers face in the digital age are manyfold. Firstly, they need to grasp the ins and outs of how information technology can support language learning, both in and out of the classroom. They need to be aware of its advantages and disadvantages, as well as how it can complement traditional teaching methods. Integrating technology for specific tasks demands thoughtful planning and consideration, such as deciding when and how to integrate technology into lessons, whether students would benefit from its use, and the type of activities that would be most suitable for them. It is crucial that these activities align with students' needs and expectations to ensure a positive learning experience (7). Additionally, teachers should take into account what motivates their students and how

technology can be integrated to enhance motivation. Task-based activities are particularly valuable as they create a comfortable learning environment in which they feel at home and can also use their potential for language skills but also creativity and critical thinking to the fullest (5). Despite the fact that it was technology that contributed to the emergence of professions in the 20th century, there have been no fundamental changes in the tools of teachers for decades. This is probably why, relatively recently, the professional community did not take technological innovations seriously, and the realization that technology can change the usual modus operandi did not come. New tools, rapidly changing the conditions of competition in the profession, require the students to master technological competencies and adapt to new working conditions (3).

The technology allows the teacher to customize the activities in the classroom, improving the process of language teaching. An essential aspect of language learning is the teaching method employed by teachers to facilitate the process. Doubtless computers are recognized as valuable teaching tools in language lessons that teachers have easy access to them, receive adequate training, and have some flexibility in the curriculum. Many educators consider computer technology to be a crucial component of high-quality education. Researchers have observed that the use of suitable technologies can benefit students, with computer-assisted learning fostering cooperative learning among students and encouraging them to engage more with the content (2). With technology, students get access to a ton of original materials, which really set the stage for language learning. But you know what? Even though the Internet and Web 2.0 tech have so much to offer, students might not even know about it. That is where teachers step in. When teachers show them these cool databases and give them tasks to use these resources, it can make a real difference in how well they learn the language. Overall, teachers need to take up the role of a mentor who inspire, lead, and assist students in their learning journey.

In what follows, we are going to explore aspects of how technology can support language teachers in overcoming challenges and enhancing their effectiveness in teaching foreign languages.

1. Various methods for utilizing information technology to facilitate language learning:

Language Learning Apps: Utilize language-learning apps such as Duolingo, Rosetta Stone, or Babbel, which offer interactive lessons, quizzes, and vocabulary practice exercises accessible on various devices.

Online Language Courses: Enroll in online language courses offered by platforms like Coursera, Udemy, or edX, which provide structured learning modules, video lectures, and interactive assignments.

Language Learning Games: Play language learning games and interactive quizzes on platforms like Quizlet or Kahoot, which make learning fun and engaging while reinforcing vocabulary, grammar, and pronunciation skills. (1)

2. Advantages and Disadvantages of Teaching with Technology: Integrating technology into education offers a multitude of advantages that enhance the learning experience for students and educators alike.

Flexibility and Accessibility: Students can access course materials and participate in online discussions from anywhere with an internet connection, allowing for more convenient learning opportunities.

Collaborative Learning: Online collaboration tools and platforms facilitate communication and collaboration among students, regardless of their physical location. Students can work together on group projects, share ideas, and provide feedback in real time.

Access to Resources: The internet provides a vast array of resources for teachers and students, including educational websites, online databases, and digital libraries. This allows educators to supplement traditional textbooks with up-to-date information and multimedia content.

While teaching with technology brings numerous benefits, it also presents challenges and drawbacks that educators must navigate.

Distraction: Technology in classrooms can lead to distractions like internet browsing, detracting from the learning process. Teachers must employ strategies to mitigate these distractions.

Digital Literacy Challenges: Not all students and educators possess adequate digital literacy skills, hindering effective technology integration into learning environments.

Privacy and Security Concerns: Using technology in education raises privacy and security issues regarding the handling of students' personal data. Ensuring data security and compliance with privacy regulations is crucial.

3. Using technology in classroom teaching needs careful planning for it to work well. Incorporating technology into classroom instruction necessitates careful consideration and planning to ensure that it aligns with learning objectives, engages students effectively, and addresses potential challenges. This planning process involves assessing available technology resources, identifying appropriate tools and applications, designing instructional activities that leverage technology, and providing necessary training and support for both educators and students. Additionally, it requires ongoing evaluation and adjustment to optimize the use of technology in enhancing teaching and learning experiences.

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EFFECTIVE ESP TEACHING THROUGH INFORMATION TECHNOLOGY
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Abstract: This article describes some effective ways of using information technologies in learning foreign languages. Moreover, useful methods of teaching through technologies, such as special language teaching software and its advantages in teaching English for specific purposes briefly discussed.

Keywords: foreign languages, education system, information technology, communication, pedagogy, English for specific purposes, development, program, methods, text, requirements, teaching process.

Today, one of the main requirements of a high professional skill is the perfect knowledge of foreign languages. It is noteworthy that special attention is paid to the study of English, which occupies a leading position among international languages. Particular

attention is paid to the development of the teaching technology in English in the educational institutions and the implementation of professional programs for this purpose. This is a predefined conceptual framework for a modeled program. In addition to teaching special English skills, terminology, vocational training materials, audiovisual resources, and texts can be seen as an aspect of the implementation of the aforementioned tasks. It is important to ensure the priority of the education system in the process of training specialists, including the introduction of new technologies in teaching foreign languages. It is well known, that the expression of thought, communication between nations, spiritual and other dialogues are expressed through language. Such technologies reflected in the education system, and it enhances the level of foreign language teaching. In each area, we also need to develop a networking approach to address the future needs of those who are fluent in English (subject to Classificatory, Qualifications and State Education standards).

Depending on the directions of the field of higher education, the use of supplementary texts in the English language teaching process will increase the ability of learners to learn languages. Alternatively, alternative methods can be used, that is, to meet the demand by adopting alternative methods of education in the education system of other countries; it is desirable to use predictions from all the above-mentioned approaches in different combinations.

The Requirements for Foreign Language Speech indicate that speaking is a requirement of time to learn many types of vocabulary. Explaining the content of other languages, especially in English language, reading and writing, speaking practice, specialization, specialization in broadband and professional literature, explanation of abstracts, theses, as well as written information exchange processes The importance of information and communication technologies is evident and clear.

The use of additional text-based curriculum is one of the methodological approaches to a well-deserved solution to the problem of English teaching. Approaches to this approach are widely used in the national methodology.

All these approaches are evidently used in different combinations, not in a pure form. It is important to note that this approach should not be overlooked in English language teaching, because it is possible to solve a number of educational issues more successfully than other technologies, thanks to such approach technology. It is easy to get information and text content on a variety of programs, using computer hardware and magnetic discs to develop speech in English language courses at non-philological universities.

In addition, parts of the text or content in the text are beneficial for speech. At the same time, students have the opportunity to expand their vocabulary and participate in the research activities so that they can apply their knowledge in practice.

It is possible to prepare additional text articles using press, periodicals, and media. Students are encouraged to learn about interesting findings and scientific discoveries. If there are any words or phrases that are difficult to understand in the text, it is important to

consider the simplified dogma to help students understand. As a result, students have the opportunity to practice their knowledge, expand their knowledge, and engage in research. The most exciting part of the course is the increased interest of students in the use of modern information and communication technologies, the unique opportunities of the Internet.

Teaching English is only possible with new ideas, technologies, and development. Without a doubt, it will be a good result if you follow them during the sessions. The goal of using supplementary textual learning is to introduce students to the most common ideas in education. This technology reflects a person-oriented approach, and not only the achievement of each student's knowledge, skills and skills, but also the individual characteristics of the development, can be achieved.

The exercises to check whether the reader understands the additional text can be expressed as follows: Answer the questions on the text hydro technical constructions. Some questions can be simplified when questioning exercises are used to find out if the text is read. Thus, the implementation of technology, ensuring that the teaching methods meet the requirements of time is the primary task of pedagogical scientists. One of the most pressing social problems is training and professional development of specialists.

One of the peculiarities of our time is the accelerated development of information and communication technologies and the new approach to the educational process and its organization. The XXI century is a high technology age, and modern young people are stepping not only in the spirit of the spirit but also in the development of the electronic world. Therefore, the younger generation demands a different approach to the teaching process. Teacher's role in the course is also changing. The teacher is now acting mainly as a guide. Teachers who want to take a break with the time require time to be ready for any part of the lesson through ICT.

Indeed, the role of modern pedagogical technologies and information and communication technologies is exacerbated by the purposeful organization of game classes that interest students, in order to improve the quality and effectiveness of their education. The capacity to use them is increasing day by day, and technical tools are becoming an integral part of the learning process. To teach English to computers effectively, the teacher must first be able to use computer technology at a professional level need. The use of this level includes not only the full capabilities of the computer, but also the creation of new curricula. In order to be a pedagogue of this level, every foreign language teacher needs to work more on modern technology. There are some advantages in teaching English to computer-based traditional teaching methods. First, computer-based learners will be able to test their skills in four language areas (speech, listening, writing, and reading). With the help of advanced software, it is possible. It is only necessary to direct the reader to this method of learning.

Moreover, every rule of the word, every word, every word of consciousness that has been taught to teach foreign languages through the computer has been well preserved in the memory of the reader. It is because of the rich graphic capabilities of the computer, video and video content is one of the most effective ways to teach foreign languages through PC. It is best to use the Audacity, H5P, Adobe audition, and Power Point 2013, iSpring, video converter to help you with your time. Because these programs use video and audio, visual, animated themes to highlight the topic, the effectiveness will be further enhanced. In Power Point, you can attract students to the topic by showing them in audio, video, and images. Moreover, Moodle platform will also be useful for online assessment and digital task development.

Thus, the dissemination of technology, ensuring that the teaching methods meet the requirements of time is the primary task of pedagogical scientists. Training and retraining of experts are also actual. At the same time, the economic, political, cultural and educational relations of the state with the countries of the world are gaining ever increasing interest of our young people to the life, culture, traditions and languages of foreign countries. The role of foreign languages, especially English, is remarkable in the development of these relations.

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THE ROLE AND SIGNIFICANCE OF ARTIFICIAL INTELLIGENCE (AI) IN TEACHING FOREIGN LANGUAGES

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Annotation: This scientific article presents the role and importance of artificial intelligence (AI) and information technologies in the field of teaching foreign languages. The importance of foreign language learning and the role of globalization and mobility in our changing world will be considered. It will focus on the advances and changes that artificial intelligence and information technology have made in this field, and the benefits and challenges that come from them.

Key words: *artificial intelligence, teaching methods, text, speech, language analysis, communication skills.*

Introduction. In a changing global world, learning and teaching foreign languages is one of the most important subjects. This is a challenge for students and professors and requires the development of their information and communication skills. Artificial intelligence (AI) and information technologies provide great opportunities to meet the demands of safe, effective and fast methods of learning foreign languages. Artificial Intelligence (AI) offers several possibilities in the field of language teaching. SI technologies can be used to analyze the historical data of the language and the pronunciation. It automates the process of learning a language and is used to create learning algorithms and processes for teaching and learning language rules. SI platforms can support any language for language training. It provides an efficient and fast way to learn foreign languages in countries like USA, Europe and Japan. These platforms help students or language teachers in the learning process.

There are several key benefits of SI language training. Firstly, by using automatic learning algorithms, it is possible to teach students individually. This ensures that learning is tailored to individual learning stages, offering personalized advice and teaching tailored to the learner's needs.

Secondly, SI increases the speed of language learning. SI-learning platforms automate the learning process and quickly provide students with comprehensive information on new topics and rules. Thirdly, SI provides an effective method of language teaching. This creates convenience for both the learner and the language teacher, as learning materials and other resources are automatically provided. These platforms are known to be particularly effective in foreign language learning. In addition, SI is used in other areas of language learning, such as language translation, language analysis, and automatic language disambiguation. SI is a growing and growing field in language teaching, and many innovations and advances can be expected in this field.

Virtual translators are tools that provide an automatic way of teaching and translating foreign languages as a type of artificial intelligence (AI) software. These types of programs are used in foreign language teaching and translation through text, speech, database and translation services. Virtual translators provide simultaneous translation, that is, lessons can be given in different foreign languages. For example, even if a professor does not understand his lesson in his own language, virtual translators translate it into different foreign languages and make it possible to teach students. It can change practical interests for students and make foreign language learning process more effective. Virtual

translators are also used through translation services. Such programs help to automatically translate text, speech or other textual information into foreign languages. These types of translation services are convenient and useful tools for various industries, as they have achieved success in the field of translation. Virtual translators are also used in the process of learning foreign languages. These programs help students or language teachers in the process of language teaching and learning. As they include text, speak and translation capabilities, they allow you to learn the language in an efficient and fast way.

In addition, virtual translators provide convenience for students. They help to automatically provide learning materials and other resources in foreign languages. It facilitates the teaching process for students and makes it easier to learn foreign languages. Virtual translators are useful tools that have replaced artificial intelligence in the field of foreign language teaching and translation. They provide automatic capabilities that provide an efficient and fast method in the fields of language teaching and translation.

Artificial intelligence (AI) and information technology are tools that have a great role and importance in teaching foreign languages. They have important tasks and opportunities in learning foreign languages, but there are also difficulties associated with them.

The role of IS and information technologies in teaching foreign languages is as follows:

1. Translation and translation services: SI and information technology help in automatic translation of text and speech into foreign languages. It facilitates foreign language learning in communication teaching, teaching academic programs, scientific research and business.

2. Learning foreign language information: SI helps in learning foreign languages by analyzing a lot of information on the Internet and information bases. This information provides details about the grammar, lexis, history and other features of the language and facilitates the learning process.

3. Individualization of teaching methods: in teaching foreign languages in the SI environment, an individual teaching path can be created for each student. SI allows for providing the most appropriate learning materials for the student by assessing the student's knowledge level and safety level.

4. Practical teaching: SI and information technologies help to provide interactive games, tasks and educational activities for practical learning of foreign languages. This ensures that students learn foreign languages in a practical way and increase their motivation.

In addition, SI and information technologies have challenges in foreign language teaching:

1. Education in terms of translation: SI and information technology are not always complete and accurate translation. A translation can be largely devoid of context, nuance, and terminology. This can cause difficulties for students to understand the original meaning.

2. Differences between foreign languages and languages: Differences in grammar, lexis and syntax between foreign languages and languages make SI and information technology difficult. This can lead to difficulties in understanding the language and fully understanding the teaching process.

3. Personal relations of mankind: In the process of teaching, the role of personal relations of mankind, motivation and personal mastery is of great importance. These features of personality and human support are sufficiently lacking in SI and information technology. Lack of such experience can make it difficult to provide interactive interactions with students and individualized instruction.

4. Ethical issues: IS and information technologies are creating ethical issues in teaching foreign languages. Such programs include issues such as collecting personal information, ensuring privacy in the student environment, and eliminating issues of bias and discrimination. Maintaining ethical standards and protecting privacy rights is of great importance.

Artificial intelligence and information technologies provide great opportunities for teaching foreign languages. Their translation, database, one-on-one tutoring, hands-on learning, and interactivity capabilities facilitate long-term learning. In addition, there are difficulties associated with them, such as the difficulties of translation and teaching to understand the context, differences between languages, human relationships and ethical issues. Therefore, SI and information technologies are very important and useful tools in teaching foreign languages, but before using them, it is important to analyze, get advice and eliminate ethical problems.

Conclusion. Artificial intelligence (AI) and information technologies are of great importance in teaching foreign languages, they facilitate the learning process and create many opportunities. These capabilities include translation, databases, one-on-one training, hands-on training, and interactivity. AI and information technology help to automatically translate text and speech into foreign languages, thus facilitating the learning of foreign languages in communication, academic, scientific and business fields. They can cause difficulties especially in terms of translation, education, foreign languages and differences between languages, human relationships and ethical issues. Since the translation is not yet complete and accurate, it may be difficult to understand the original meanings. Differences in grammar, vocabulary, and syntax between languages also complicate the learning process. Also, the role of personal relationships, motivation and personal mastery of human beings leads to deprivation of SI and information technologies. This problem can make it difficult to provide interactive interactions and personalized learning with students. In addition, IS and information technologies in teaching foreign languages include ethical issues without arising. Ethical issues such as collecting personal data, ensuring confidentiality, and eliminating bias and discrimination are important. Artificial intelligence and information technology provide great opportunities in foreign language teaching, but it is also important to analyze, consult and overcome ethical issues before using them. Therefore, the use of IS and information technologies in teaching foreign

languages should be considered important and useful tools, but there is a need to implement them while maintaining ethical standards and protecting individual rights.

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РАБОТА НАД ВЫРАЗИТЕЛЬНОЙ РЕЧЬЮ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация: Статья посвящена проблеме работы над выразительностью и образностью речи на уроках русского языка.

Ключевые слова: Выразительное чтение, речь, интонация, логическое ударение.

Abstract: The article is devoted to the problem of working on the expressiveness and imagery of speech in Russian language lessons.

Key words: Expressive reading, speech, intonation, logical stress.

Умение читать не приходит само собой. Его надо развивать последовательно и умело. Наиболее доступной для детей формой восприятия художественного произведения является слушание выразительного чтения.

Выразительное чтение – возможность проникнуть во внутренний мир героев, учиться понимать саму суть произведения. Оно служит образцом для учащихся, углубляет понимание детьми выразительных средств устной речи, ее красоты и музыкальности.

Основной принцип выразительного чтения – проникновение в художественный и идейный смысл текста.

Большое влияние на учащихся оказывает выразительное чтение учителя. Чем выразительнее он прочитал, тем глубже и устойчивее впечатление, оставшееся в сознании юных слушателей, и сознательнее дальнейшая работа по анализу услышанного. Чтение учителя, раскрывает благородство нравственного облика героя, доставляет детям эстетическую радость и вызывает глубокие эмоциональные переживания. Наблюдая образцовое чтение учителя, дети стремятся и сами при чтении раскрывать свое отношение к прочитанному всеми доступными им средствами.

Первая задача выразительного чтения - ясная и правильная передача мыслей автора. Логическая выразительность обеспечивает четкую передачу фактов, сообщаемых словами текста и их взаимосвязь. Оно всегда включает в себя отношение автора к изображаемым им явлениям жизни, его оценку явлений, эмоциональное их осмысление.

Речь учителя должна быть плавной, в одних случаях непрерывной, в других - быстрой, ясной, легкой и четкой. Такая гибкость речи достигается сознательным усилием по развитию чувства автоматического темпа и ритма. Темп и ритм, в свою

очередь, определяются смысловой стороной читаемого текста и намерениями читающего или рассказчика.

Что делает речь учителя выразительнее? Почему мы стараемся сформировывать свою речь не только так, чтобы правильно передать мысли, но и сделать ее красивой? Ясно, что выразительная речь достигает своей цели быстрее, чем прямая речь. Это особенно важно для учителя начальной школы, так как у младших школьников больше эмоций.

В методике принято характеризовать навык чтения, называя четыре его качества (критерия): беглость, правильность, выразительность и сознательность.

Учитель внимательно читает произведение, готовясь к чтению, узнает содержание, в чем заключается идея произведения и каков его путь, какой объем жизненных событий в нем обсуждается, как происходит представление событий, какие люди действуют в произведении. Очень важно определить уровень понятности произведения для слушателей. Для того чтобы обеспечить успех чтения, учитель должен постоянно работать над выразительностью своей речи.

Выразительное чтение требует от каждого настойчивой, терпеливой и систематической работы.

Значение интонации в выразительной речи очень важно. «Никакая живая речь без интонации невозможна», - говорят психологи. «Интонация есть высшая и самая острая форма речевого воздействия», - утверждают мастера писаного слова. Она фонетически организует речь, разделяя ее на предложения и фразы (синтагмы), выражает смысловые отношения между частями предложения, придает произносимому предложению значение вопроса, сообщения, приказания и так далее, выражает чувства, мысли, состояния говорящего – так оценивают роль интонации филологи.

Интонация - это окраска чаще всего передает авторское отношение к описываемым фактам: одобрение, презрение и другие оценки и эмоции. Ярче всего этот оттенок проявляется в мелодике речи, то есть в понижении и в повышении голоса. Интонация понижается в конце повествовательного предложения, повышается на смысловом центре вопроса, поднимается вверх и затем резко падает на месте знака тире, ровно повышается при перечислении определений или сказуемых, стоящих перед существительными, а также ровно снижается при обратном их соотношении.

В устной речи очень важно логическое ударение. Если логическое ударение выделить неправильно, то смысл всей фразы может быть тоже неверным. Правильность логического ударения определяется смыслом всего прочитанного текста или его части. В каждом предложении необходимо найти слово, на которое падает логическое ударение.

Механически применять эти правила, нельзя, для установления логического напряжения. Всегда следует учитывать содержание произведения в целом, весь контекст, его ведущую идею, а также задачи, которые ставит перед собой читающий при чтении произведения в этой аудитории.

Также не рекомендуется «злоупотреблять» логическим ударением.

Речь, перегруженная ударениями, теряет смысл. Иногда перегрузка это является результатом разделения слов при произношении. «Разделение есть первый шаг к распространению ударения на о, что ударения не требует: это начало той невыносимой речи, где каждое слово становится «значительным», где ничто уже ничего не значит, потому что, больше не важного. Такая речь - невыносима, она хуже, чем неясная, потому что неясную не слышишь или можно не слушать, а эта речь заставляет себя слушать, а вместе с тем – понять нельзя, ибо, когда ударение не помогает ясному раскрытию мысли, оно искажает и разрушает ее».

В специальных упражнениях, используемых на уроке чтения, используются разные методы и приемы обучения выразительному прочтению текста. Их цель - овладеть интонационно-правильной речью; работа над пониманием всего текста; креативная подача связного текста. Опыт показывает, что при организации первичного понимания текста учащиеся лучше понимают работу преподавателя, даже если она несовершенная.

Учащиеся приучаются к естественному понижению голоса на точке, к передаче вопросительной или восклицательной интонации при соответствующих знаках в конце предложения. При этом надо воспитать в них навык связать определенный знак интонации с содержанием предложения. Недостаточно только указать, что в конце предложения стоит тот или иной знак: ученик должен осознать необходимость выразить радость, удивление или страх в зависимости от мысли предложения.

Постепенно учащиеся усваивают типичные интонации и при других знаках препинания: тире в бессоюзном предложении, запятая при однородных сказуемых, двоеточие перед перечислением и так далее. Учащиеся узнают о том, какие знаки препинания не требуют пауз и изменения тона.

Таким образом, можно сделать вывод, что главный компонент в обучении выразительному чтению это – интонация.

Интонация не выражает сути фразы, она является результатом глубокого проникновения в текст, читателя. Поэтому необходимо учить детей нужной интонации. Работа над выразительностью чтения должна полагаться на воссоздающее воображение, то есть на умение представить картину жизни по авторскому словесному описанию, увидеть внутренним взглядом то, что хотел изобразить автор.

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"СЕРЕБРЯНЫЙ ВЕК" В РУССКОЙ ПОЭЗИИ. ЛИРИКА ПРИРОДЫ И. БУНИНА

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Аннотация: В статье говорится о новом подъёме поэтической волны – «серебряный век». Эта поэтическая эпоха обозначившая рубеж между классической литературой, видевшей мир как Космос, и литературой XX столетия – неклассическим типом художественности, ощутившим мир как Хаос.

Центральным явлением "серебряного века" в поэзии был символизм, воскрешающий, с одной стороны, традиции Фета и Тютчева, с другой – ориентирующийся на французских поэтов (Т. Готье, Ш. Бодлер, П. Верлен).

Все другие течения в поэзии начала XX века так или иначе учитывают опыт символизма: акмеизм и футуризм – постсимволистские течения; реалистическая поэзия И. Бунина имеет принципиально досимволистский (или антисимволистский) характер.

Ключевые слова: "серебряный век", этернизм (eternite – вечность), постсимволистские течения, досимволистский (или антисимволистский) характер, "эффекта присутствия".

Золотым веком в русской поэзии была первая треть XIX века: творчество В. Жуковского и П. Вяземского, А. Пушкина и М. Лермонтова. С 1840-х годов в русской литературе устанавливается господство прозы, давшей таких гигантов, как Л.

Толстой, Ф. Достоевский, А. Чехов. Однако продолжает развиваться и поэзия. В середине XIX века в лирике сосуществовали и боролись две тенденции: демократическая поэзия Некрасова и поэтов "некрасовской школы" и так называемая поэзия "чистого искусства", пред- ставленная именами А. Майкова, А. Фета, Л. Мея. В 1870-е годы ярким явлением была поэзия революционного народничества, 1880-е годы – период реакции, "сумерек", – характеризуются упадком стиховой культуры, эпигонством, серостью.

И вот в 1890-е годы начинается новый подъем поэтической волны – "серебряный век". В "Поэме без героя" (1940–1962) А. Ахматовой есть строки о Петербурге 10-х гг.:

И серебряный месяц ярко
Над серебряным веком стыл.

"Серебряный век" – это не просто этап или период, это целая поэтическая эпоха, обозначившая рубеж между классической литературой, видевшей мир как Космос, и литературой XX столетия – неклассическим типом художественности, ощутившим мир как Хаос[1].Е.Г. Эткинд утверждает, что принцип историзма в концепции личности (характерный для XX века) сменился теперь принципом этернизма (eternite – вечность), рассматривающим личность в масштабах мироздания, а не социального слоя[2]. Именно искусство мыслилось тем средством, которое поможет заклясть хаос гармонией, позволит прорваться в иной мир, где нет зла и смерти. Абсолютная вера в могущество искусства, в божественный Логос обусловила мощный подъем поэтической культуры, совершенство техники стиха.

К "серебряному веку" относится творчество (или его начало) И.Анненского, А. Ахматовой, К. Бальмонта, А. Белого, А. Блока, В. Брюсова, И. Бунина, М. Волошина,. Гиппиус, С. Городецкого, Н. Гумилева, С. Есенина, М. Зенкевича, Вяч. Иванова, Г. Иванова, В. Каменского, Н. Клюева, М.Кузмина, Б. Лившица, М. Лохвицкой, О. Мандельштама, В. Маяковского, Д. Мережковского, Б.Пастернака, И. Северянина, Ф. Сологуба, В. Ходасевича, М. Цветаевой, Саши Черного.

Центральным явлением "серебряного века" в поэзии был символизм, воскрешающий, с одной стороны, традиции Фета и Тютчева, с другой – ориентирующийся на французских поэтов (Т. Готье, Ш. Бодлер, П. Верлен)[3].

Все другие течения в поэзии начала XX века так или иначе учитывают опыт символизма: акмеизм и футуризм – постсимволистские течения; реалистическая поэзия И. Бунина имеет принципиально досимволистский (или антисимволистский) характер.

И.А. Бунин-поэт сознательно противопоставлял символизму традиции классической поэзии [4]. Однако лирика Бунина, воскрешающая, казалось бы, "золотой век" русской поэзии, обнаруживает черты, характерные именно для новейшей эпохи. Дело не только в обостренной чувственности, обусловливающей

импрессионизм поэтики, главное – глубинный трагизм мироощущения лирического героя.

Обращение к поэзии Бунина позволяет увидеть судьбу реалистической традиции в "серебряном веке: ослабление причинно-следственной зависимости человека от социальных обстоятельств, возрастание роли философской, экзистенциальной проблематики.

Прелесть бунинской поэзии заключается не в новизне, изысканности стиховой формы, а в неповторимой пластике художественного мира, доводящей его описания природы до стереоскопической объемности и точности.

Рисуя природу в цвете, звуке, запахе, Бунин добивается "эффекта присутствия": нам кажется, что мы сами среди леса, в поле, на берегу реки. Видный литературовед русского зарубежья Ф.А. Степун отмечал, что бунинский лирический герой – одинокий, погруженный в воспоминания и созерцание, близкий к природе человек: "В отличие от тургеневских, бунинские описания совсем не картины, не декорации для глаз; и воспринимаются они не только глазами, но всеми пятью чувствами. Бунинский мартовский вечер не только стоит перед глазами, но проливается в легкие; его весну чувствуешь на зубу, как клейкую почку"[5].

> Еще и холоден и сыр
> Февральский воздух, но над садом
> Уж смотрит небо ясным взглядом,
> И молодеет божий мир.
> Прозрачно-бледный, как весной,
> Слезится снег недавней стужи,
> И с неба на кусты и лужи
> Ложится отблеск голубой.
> Не налюбуюсь, как сквозят
> Деревья в лоне небосклона,
> И сладко слушать у балкона,
> Как снегири в кустах звенят.
> Нет, не пейзаж влечет меня,
> Не краски жадный взор подметит,
> А то, что в этих красках светит:
> Любовь и радость бытия.

Природа изображена очень конкретно, "здесь" и "теперь", так, как она открылась случайному взгляду через стекло балконной двери. Точно указано время года (февраль), неповторимость мига (оттепель, сменившая недавнюю стужу, начало таяния снега). Очень конкретны и просты детали (сад, снег, кусты, лужи). Отчетливы формы (деревья сквозят на фоне неба), звуки (снегири звенят), краски (небо голубеет, отблеск голубой, снег прозрачно-бледный).

Вместе с тем сиюминутное, конкретное в пейзаже "размыкается" в вечное, в бытие. Этому способствует динамизм, подвижность картины: ее эскизность, легкие, светлые тона, передача игры света, эффект "растянутого мгновения", т. е. изображение переходного момента в состоянии природы, несущего в себе следы прошлого (стужа, снег), зачатки будущего (весна, молодость, расцвет). Динамично художественное пространство, переданное через звук, цвет и особенно через состояние атмосферы, воздуха.

Бунинский взгляд направлен на самое обыкновенное, привычное, повседневное и в нем обнаруживает высокую и щемящую красоту.

В полночь выхожу один из дома,

Мерзло по земле шаги стучат,

Звездами осыпан черный сад,

И на крышах – белая солома.

Трауры полночные лежат.

Настроение лирического героя не выражено прямо, оно растворено в чувственном восприятии окружающего мира. Конкретны пространство (дом, двор, сад, постройки) и время (ночь, поздняя осень – мороз, но снега еще нет).

Вместе с тем поэтический мир в стихотворении пронизан лирической, субъективной стихией. Ощущение широкого, распахнутого вдаль, просторного пространства передается через звук ("мерзло по земле шаги стучат"), небо и земля слиты в гармонии ("звездами осыпая черный сад"). Экспрессивности картины способствует резкий контраст черного и белого, подготавливающий торжественную метафору в последней пятой строке: "трауры полночные лежат". Зарисовка усадебного двора превращается в модель мироздания – гармонически-прекрасного, но живущего под знаком смерти ("полночь" – не только время суток, но и характеристика мира в целом).

В бунинской концепции человек только внешними сторонами своей жизни связан с конкретно-историческим временем и социальными обстоятельствами. Внутренне он всегда одинок, всегда вне истории и раскрывается не как характер, а как состояние.

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ИНДИВИДУАЛЬНЫЙ ПОДХОД К КОНТЕНТУ И СТИМУЛИРОВАНИЕ АКТИВНОСТИ УЧАЩИХСЯ

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Аннотация: в данной статье идёт речь о внедрении персонализации для адаптирования его индивидуальным потребностям каждого учащегося.

Рассмотрены условия, которые могут послужить эффективной персонализации ЦУМК (Цифрового Учебно-методического Комплекса).

Ключевые слова: цифровая эпоха, персонализация, контент, ресурс, потребность, обучение.

В современной цифровой эпохе, где доступ к информации беспрецедентно широк, персонализация контента и стимулирование интереса становятся важнейшими аспектами. Сегодня учитель уже не может соревноваться с сетью Интернет и онлайн-энциклопедиями в качестве основного источника знаний для учащихся. Его новая роль заключается в том, чтобы помогать ученикам самостоятельно отбирать информацию и проводить важный анализ, выступая в качестве помощника и наставника.

Сегодня контент–реклама, адаптированная к предпочтениям определенных интернет-пользователей на основе их поисковых запросов и других цифровых следов, уже не вызывает удивления, поскольку каждый выбирает образовательную информацию самостоятельно, первым и наиболее очевидным шагом персонализированного обучения является построение автоматической системы отбора и рекомендаций [1**Ошибка! Источник ссылки не найден.**].

Анализ профиля на работе может помочь определить поведение сотрудника как потребителя услуги или продукта, а также как избирателя на официальных выборах. Процесс персонализации контента начался задолго до эры цифровых технологий, и примером этого является задача «asterisk», направленная на увеличение сложности. Современные технологии, в основном основанные на машинном обучении, для улучшения образовательного процесса и для адаптирования его к индивидуальным потребностям каждого учащегося, внедряют несколько моделей персонализации:

а) рекомендации на основе предпочтений: Эта модель использует алгоритмы машинного обучения для анализа предпочтений и интересов учащегося. На основе этого анализа система может рекомендовать конкретные учебные материалы, курсы или задания, которые наиболее вероятно будут интересны и полезны для каждого учащегося[4**Ошибка! Источник ссылки не найден.**].

б) рекомендации по улучшению: алгоритм анализирует индивидуальные образовательные траектории учащихся, выявляя их слабые места. После анализа система предлагает дополнительные материалы, задания или занятия, направленные на устранение этих слабостей и повышение уровня знаний.

в) стратегия предварительных условий: система показывает компетенции, необходимые для определения компетенции, необходимых для достижения желаемых результатов. Эта модель обычно используется для планирования индивидуализированных образовательных путей и помогает студентам осознать, какие навыки и знания им необходимо приобрести для достижения конкретных целей.

г) инструкции по выбору преподавателя: контент тесно связан с личностью преподавателя, и система может предложить обучение с определённым преподавателем, учитывая содержание его курса и психологические особенности.

д) указания по формированию исследовательских групп: система формирует группы для разработки контента одинакового уровня сложности, поддерживая коллективные усилия [4**Ошибка! Источник ссылки не найден.**].

Благодаря инициативе «Цифровая экономика» возникла концепция цифрового учебно-методического комплекса (ЦМК). Пока не существует точного стандарта для этой концепции, однако необходимо интегрировать образовательный контент в различных формах: текст, видео, аудио, интерактивные модули и прочее.

Реализация следующих условий послужат эффективной персонализации ЦУМК (Цифрового Учебно-методического Комплекса), для этого необходимо одновременно выполнять несколько условий:

1) Избыточность контента – обеспечение разнообразия и обширности образовательного материала, чтобы студенты могли выбирать из множества ресурсов те, которые соответствуют их потребностям, стилю обучения и уровню знаний.

2) Конкуренция –- уместна, когда избыточный контент конкурирует за внимание учащегося, формируя уникальные сценарии обучения через постоянное варьирование образовательных ситуаций [4**Ошибка! Источник ссылки не найден.**].

3) Структурирование – разбиение контента на микрообучающие блоки позволяет анализировать индивидуальные траектории и сценарии прохождения, обеспечивая более глубокое понимание материала.

4) Оригинальность – персонализация базируется на личной ответственности за результаты изучения, при этом этические вопросы, такие как запрет на плагиат и

использование пиратских ресурсов, могут стать стимулом для создания новых академических институтов.

5) Постоянный сбор цифровых данных – вы действительно можете протестировать контент и увидеть сценарии пользователя, сильные и слабые стороны технологии благодаря частому повторению.

Персонализация коммуникации – это выбор удобного канала и формата общения во время образовательного процесса. Коммуникация связывает различных участников: преподавателей и студентов; студентов в группе (в проектной команде); студентов и административный персонал.

Персонализация общения по каналам начинается с того, что у каждого студента уже есть знакомая цифровая среда в начале онлайн–обучения.

Этот процесс начинается с удобства и психологического комфорта при обучении. В настоящее время с развитием информационных технологий и цифровизацией образования, электронная почта, социальные сети и мессенджеры стали важными инструментами в образовательном процессе, конкурируя с традиционными сервисами управления обучением (LMS) и инструментами проектной работы. Преимущества данной тенденции:

1. Удобство и привычность использования: Электронная почта, социальные сети и мессенджеры являются часто используемыми инструментами в повседневной жизни, что делает их более привлекательными для общения и взаимодействия в образовательной среде.

2. Быстрая и непосредственная коммуникация: Мессенджеры позволяют общаться в реальном времени, что упрощает решение оперативных вопросов и обмен информацией между студентами и преподавателями.

3. **Возможность групповой работы**: Социальные сети и мессенджеры также облегчают организацию групповой работы и совместного обсуждения проектов [5].

4. **Интеграция с другими сервисами**: Многие мессенджеры и социальные сети поддерживают интеграцию с другими сервисами, такими как Google Docs, что позволяет удобно обмениваться файлами и документами.

5. **Мобильность**: Большинство мессенджеров и социальных сетей доступны на мобильных устройствах, что позволяет студентам и преподавателям оставаться связанными вне учебных помещений [5].

Важно предоставить возможность выбора из нескольких вариантов коммуникации, учитывая предпочтения каждого участника.

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ЛОКАЛЬНОЕ ПРОСТРАНСТВО КАК ИНСТРУМЕНТ СОЗДАНИЯ СМЫСЛА В ХУДОЖЕСТВЕННОМ ТЕКСТЕ

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Аннотация. Статья посвящена исследованию локального пространства в художественном тексте как инструмента создания смысла. Автор рассматривает функции локального пространства, такие как формирование атмосферы, характеристика персонажей, развитие сюжета, символическое значение и структурирование текста. Приводятся примеры из классической литературы, демонстрирующие, как писатели используют локальное пространство для выражения своих идей и создания художественного мира произведения. Анализ локального пространства позволяет глубже понять текст, раскрыть его идейное содержание и авторский замысел.

Ключевые понятия: локус, топос, пространство, атмосфера, персонаж, интерпретация, символ.

Annotatsiya. Maqola ma'no yaratish vositasi sifatida badiiy matndagi mahalliy makonni o'rganishga bag'ishlangan. Muallif atmosferani shakllantirish, personajlarni tavsiflash, syujetni rivojlantirish, ramziy ma'no va matnni tuzish kabi mahalliy makon funktsiyalarini ko'rib chiqadi. Yozuvchilar o'z g'oyalarini ifoda etish va asarning badiiy dunyosini yaratish uchun mahalliy makondan qanday foydalanishlarini ko'rsatadigan mumtoz adabiyotdan misollar keltirilgan. Mahalliy makonni tahlil qilish matnni chuqurroq tushunishga, uning mafkuraviy mazmunini va muallifning niyatini ochib berishga imkon beradi.

Asosiy tushunchalar: lokus, topos, makon, atmosfera, belgi, talqin, belgi.

Annotation. The article is devoted to the study of local space in a literary text as a tool for creating meaning. The author examines the functions of local space, such as the formation of the atmosphere, characterization of characters, plot development, symbolic meaning and text structuring. Examples from classical literature are given, demonstrating how writers use local space to express their ideas and create the artistic world of a work. The analysis of the local space makes it possible to understand the text more deeply, to reveal its ideological content and the author's intention.

Key concepts: locus, topos, space, atmosphere, character, interpretation, symbol.

В мире литературного творчества существует особое место, которое мы можем назвать "локальным пространством художественного текста". Это уникальный мир, где каждая строка, каждое слово и даже каждый символ имеют свою неповторимую значимость и вносят свой вклад в общую картину, которую создает автор. Это пространство наполнено не только смыслом, но и эмоциями, настроениями, которые передаются через слова и образы, и которые делают текст живым и прозрачным для читателя[1, с.543].

В этом пространстве каждый элемент текста – это своего рода микрокосм, где каждая деталь имеет свою роль и место. Автор тщательно выбирает каждое слово, строит фразы и предложения, чтобы они гармонично сочетались и создавали целостный образ, наполненный смыслом и настроениями. Это пространство, которое кажется ограниченным рамками страницы, на самом деле открывает перед читателем бесконечные горизонты воображения и мысли[2, с.234].

Это место, где автор может создать свою собственную вселенную, полную уникальных персонажей, событий и ситуаций, которые будут жить в воображении читателя и воздействовать на его эмоции и мысли. Каждый художественный текст обладает своей уникальной атмосферой, которая формируется через слова и образы, и которая может быть как умиротворяющей, так и взволнованной, в зависимости от того, какие эмоции и настроения автор хочет передать[3, с.352].

Локальное пространство художественного текста является не просто набором слов и фраз, но и целым миром, полным жизни и смысла, который открывает перед читателем новые горизонты понимания и восприятия литературного произведения.

Локальное пространство в художественном тексте – это не просто фон, на котором разворачиваются события, а сложный и многогранный феномен, играющий ключевую роль в формировании смысла произведения. Оно включает в себя не только физические характеристики места (город, деревня, комната, лес), но и его атмосферу, эмоциональный окрас, символическое значение и влияние на персонажей[4, с.20-24].

Функции локального пространства[5, с.56]:

1. Формирование атмосферы и настроения: Описание места создает определенный эмоциональный фон, влияющий на восприятие текста читателем.

Мрачный и таинственный лес, солнечная и безмятежная деревня, тесная и душная комната – каждое место вызывает определенные ассоциации и эмоции, которые помогают погрузиться в мир произведения.

2. Характеристика персонажей: Пространство, в котором живут и действуют герои, раскрывает их внутренний мир, ценности и мотивы. Роскошный особняк может свидетельствовать о богатстве и власти персонажа, а скромная хижина – о его простоте и близости к природе.

3. Развитие сюжета: Место действия может стать катализатором событий, определять поступки персонажей и влиять на развитие сюжета. Встреча героев в определенном месте может стать поворотным моментом в их судьбе, а замкнутое пространство может создавать напряжение и конфликт.

4. Символическое значение: Локальное пространство может быть наделено символическим смыслом, отражая идеи, темы и мотивы произведения. Город может стать символом прогресса или, наоборот, отчуждения и порока, а море – символом свободы и бесконечности.

5. Структурирование текста: Описания места могут служить для разделения текста на части, перехода между сценами и создания ритма повествования.

В мире литературы можно найти множество захватывающих примеров, которые показывают, как локальное пространство влияет на развитие сюжета и формирование образов. Вот лишь некоторые из них, которые стоит упомянуть[6, с.24]:

1.   Петербург в романах Ф.М. Достоевского: Этот величественный город, описанный в произведениях великого русского писателя, представляет собой мрачное, сумрачное и сжатое пространство, которое в своих романах Достоевский использует как яркий символ отчуждения, глубоких страданий, сложных социальных проблем, а также как отражение внутренних духовных исканий и борьбы героев. Город в его описаниях словно давит на своих обитателей, усиливая их внутренние конфликты и порой даже подталкивая к совершению преступлений, которые только усиливают атмосферу ужаса и непонимания.

2.   Идиллическая деревня в произведениях И.С. Тургенева: В этом случае мы имеем дело с идеализированным изображением русской деревни, которое в произведениях Тургенева выступает как символ гармонии, неприкосновенной красоты, духовных ценностей и неизменной связи человека с природой. Этот мир деревни противопоставляется городской жизни, представляя собой убежище, где еще сохранились древние традиции, нравственные устои и где можно найти истинные человеческие чувства, которые не искажены суетной городской жизнью.

3.   Замок в готическом романе: Замки, особенно в контексте готической литературы, являются местом, наполненным тайнами и загадками прошлого, где каждый уголок скрывает что-то загадочное и зловещее. Эти замки служат фоном для рассказов о сверхъестественных силах, которые часто играют ключевую роль в

развитии сюжета, и о том, как темные стороны человеческой души могут проявляться в самых неожиданных и страшных формах.

Анализ локального пространства позволяет глубже понять художественный текст, раскрыть его идейное содержание и авторский замысел. Внимательное прочтение описаний места, его влияния на героев и символического значения помогает проникнуть в суть произведения и оценить его художественную ценность.

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ОБРАЗ ДОКТОРА В ТВОРЧЕСТВЕ А.П. ЧЕХОВА

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Аннотация. В работе рассматриваются прозаические произведения А. Чехова, в сюжетах которых в роли главного или второстепенного героя изображены врачи: «Враги», «Попрыгунья», «Ионыч». Прослеживается, как проявляется характер персонажа в его отношении к профессии, во взаимоотношениях с окружающими, в поисках смысла жизни. Выясняется, что среди персонажей-врачей есть и самоотверженные энтузиасты, и равнодушные, и карьеристы, и дельцы. Сама профессия врача, как показывает писатель, не является гарантией ни интеллигентности, ни порядочности. Отмечается верность Чехова принципу отказа от категоричности в суждениях о людях, понимание неоднозначности каждого человека.

Ключевые слова: врач, долг, ответственность, самоотверженность, равнодушие

Abstract. This paper looks at Chekhov's prose works that feature a doctor as a lead or secondary character, including "Enemies", "The Grasshopper", "Ward No. 6", "My Life",

and "Ionych". It turns out that the nature of the character is revealed in his attitude to his profession, in his relationships with others, and his search for the meaning of life. It turns out that Chekhov's doctor-characters are varied, including selfless enthusiasts, and those that are indifferent, and careerists, and those that are money-driven. The medical profession itself, the writer shows, is no guarantee of refinement or decency. It is highlighted the Chekhov's adherence to the principle of refusal to categorically judge people, and the writer's understanding of every person's equivocal nature.

Key words: doctor, duty, responsibility, selflessness, indifference

Исследователи творчества А.П. Чехова не раз отмечали разнообразие профессий персонажей. Среди них, естественно, встречаются и представители хорошо знакомой Чехову профессии – врачи. Они выступают и в роли главных, но чаще второстепенных героев; и в прозе, и в драматургии. Остановимся на нескольких прозаических произведениях в хронологической последовательности их создания: «Враги», 1887; «Попрыгунья», 1892; «Ионыч», 1898.

В рассказе «Враги» акцент сделан на особенностях профессии врача – необходимости приходить на помощь безотносительно к обстоятельствам. Острота ситуации усиливается и за счет трагичности момента, в котором оказывается врач Кириллов, – у него только что умер ребенок, и обнаружения интриги, в которую он оказался втянутым, – мнимая больная сбежала с любовником.

Кириллов не сразу смог понять чудовищную нелепость ситуации. Автор в его словах, выкриках в адрес Абогина подчеркивает оскорбленное человеческое достоинство. Он говорит от лица врачей-тружеников, противостоящих миру праздных и пресыщенных: «… низко и подло играть так людьми.

В рассказе «Попрыгунья» главное внимание уделено Ольге Ивановне, ее поискам «великого человека», ее увлечениям и развлечениям. Однако повествование о ней постоянно дополняется «информацией» о ее муже – докторе Дымове. Этот доктор – пожалуй, единственный случай у Чехова, когда рассказывается, пусть и очень кратко, о профессиональной деятельности увлеченного, самоотверженного врача.

Развивается в этом рассказе и мотив, уже отмеченный во «Врагах», – противопоставление врачей-тружеников людям праздным, считающим себя чуть ли не аристократами духа. Такими предстают перед читателями знакомые Ольги Ивановны.

Дымов не понят женой, оценить и как-то осознать потерю она сумеет только после его смерти. В то же время, автор показывает искреннюю признательность, уважение и заботу коллег, что обнаруживается во время болезни доктора. Они дежурят у его постели, помогают справиться с недугом. Словами друга Коростелева выражено и признание Дымова-профессионала высокого уровня и высоконравственного человека: «Добрая, чистая, любящая душа … Служил науке и

умер от науки. А работал, как вол, день и ночь, никто его не щадил, а молодой ученый, будущий профессор должен был искать себе практику и по ночам заниматься переводами, чтобы платить вот за эти … подлые тряпки!» [5, с. 30]. Автору важно, видимо, чтобы обвинение в адрес жены прозвучало, но не от лица самого Дымова, который был очень деликатен, жену любил и слишком многое ей прощал.

В рассказе «Ионыч» видим развитие образа врача, променявшего профессию, в данном случае, на коммерческую деятельность и материальное благополучие.

Первое впечатление от доктора Старцева достаточно хорошее. Он молод, энергичен, способен увлечься. Даже его поход на кладбище по приглашению Котика скорее говорит в его пользу. Однако несостоявшаяся женитьба его практически не огорчила, а впоследствии вспоминается как жизненная удача: «А хорошо, что я тогда не женился» [2, с. 37].

В развитии сюжета не раз подчеркнуты автором временные параметры – те периоды, которые понадобились, чтобы стали заметны, очевидны внешние и внутренние изменения, происходящие в докторе Старцеве.

Изменилась не только внешность и физическая форма, но и состояние души. Утрачен интерес и к медицине, и к общению. Любимыми занятиями становятся карточная игра и рассматривание рассованных по карманам «бумажек», полученных за день.

О самой врачебной деятельности мы не узнаем ничего. Сообщается только, что у него «большая практика», потом «огромная». Пожалуй, можно говорить о деградации, утрате не только профессиональных, но человеческих качеств. Завершение этого процесса в утрате имени. Для всех он становится «просто Ионычем» [2, с. 40].

Как видим, среди персонажей-врачей у Чехова есть и энтузиасты, и карьеристы, и дельцы. Чехов верен своим принципам: отказу от категоричности, приклеиванию ярлыков, делению на «положительных» и «отрицательных». Каждый человек сложен, и неоднозначно отношение к нему. Сама профессия (как и в случае с учителями, инженерами) не является гарантией ни благородства, ни интеллигентности, ни порядочности. В то же время, она помогает выявить главное в отношении к людям, к миру, к себе. Почти все герои проходят испытание не только профессиональной деятельностью, но и личными отношениями. Нет среди персонажей-врачей ни одного счастливого в личной жизни, пусть даже в самообмане, ненадолго, как было с учителем Никитиным.

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KULTURELLES ZIEL DER LEHRE

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Annotatsiya: Maqolada o'qitishning madaniy maqsadi o'quvchilarga madaniyatlararo ko'nikmalarni rivojlantirish uchun turli madaniyatlar haqida har tomonlama tushunchalar tushuntirish haqida so'z boradi.

Kirish so'zlar: madaniyat, o'qitish maqsadi, ijtimoiy adolat, inson huquqlari, madaniy sergirlik

Annotation: Der Artikel befasst sich mit dem kulturellen Zweck des Unterrichts, den Studierenden ein umfassendes Verständnis verschiedener Kulturen zu vermitteln und so interkulturelle Kompetenzen zu entwickeln.

Schlüsselwörter: Kultur, Bildungsziel, soziale Gerechtigkeit, Menschenrechte, kulturelle Sensibilität.

Kulturelle Bildung ist Persönlichkeitsbildung mit kulturellen Ausdrucksformen, mit Künsten und im Spiel. Sie ist Voraussetzung für kulturelle Teilhabe. Sie ist Allgemeinbildung, weil sie Kinder und Jugendliche dazu befähigt, sich mit Spiel, Kunst und Kultur zu sich selbst und zur Welt zu verhalten. Kulturelle Bildung befähigt zum schöpferischen Arbeiten und ebenso zur aktiven Rezeption von Kunst und Kultur. Sie ist sowohl Teil der Persönlichkeitsbildung wie auch der beruflichen Aus- und Weiterbildung. Sie verbindet neben kognitiven auch emotionale und gestalterische Handlungsprozesse. Kulturelle Bildung ist Persönlichkeitsbildung mit kulturellen Ausdrucksformen, mit Künsten und im Spiel. Sie ist Voraussetzung für kulturelle Teilhabe. Sie ist Allgemeinbildung, weil sie Kinder und Jugendliche dazu befähigt, sich mit Spiel, Kunst und Kultur zu sich selbst und zur Welt zu verhalten. Kulturelle Bildung beinhaltet die unterschiedlichsten Sparten (Musik, Literatur, Medien, Theater, Tanz, Bildende Kunst, Architektur, Film, Fotografie, Video, Spielpädagogik, Zirkusarbeit, Museumspädagogik, Tontechnik).

Das kulturelle Ziel der Lehre kann je nach Kontext und Bildungssystem variieren. Allgemein kann man jedoch sagen, dass ein kulturelles Ziel der Lehre darin besteht, Wissen,

Werte und Traditionen einer Gesellschaft zu vermitteln und zu bewahren. Dies kann dazu beitragen, die kulturelle Identität zu stärken, interkulturelles Verständnis zu fördern und den Zusammenhalt in einer Gesellschaft zu stärken. Ein weiteres kulturelles Ziel der Lehre ist es, kritisches Denken und Reflexion zu fördern, damit Schülerinnen und Schüler die kulturellen Praktiken und Normen ihrer eigenen Gesellschaft sowie anderer Kulturen hinterfragen können. Durch die Auseinandersetzung mit verschiedenen kulturellen Perspektiven können sie ein tieferes Verständnis für die Vielfalt der Welt entwickeln und Toleranz gegenüber anderen Kulturen aufbauen. Ein weiteres wichtiges kulturelles Ziel der Lehre ist es, die kulturelle Teilhabe und Partizipation zu fördern. Das bedeutet, dass Bildung dazu beitragen sollte, dass alle Mitglieder einer Gesellschaft die Möglichkeit haben, aktiv an kulturellen Aktivitäten teilzunehmen und sich kulturelle Ressourcen anzueignen. Dies kann dazu beitragen, soziale Ungleichheiten zu verringern und die gesellschaftliche Integration zu fördern. Ein weiteres kulturelles Ziel der Lehre kann darin bestehen, die kulturelle Kreativität und Innovation zu fördern. Indem Schülerinnen und Schüler dazu ermutigt werden, kreativ zu denken und neue Ideen zu entwickeln, können sie dazu beitragen, dass eine Kultur lebendig bleibt und sich weiterentwickelt. Dies kann dazu beitragen, dass eine Gesellschaft in der Lage ist, auf Veränderungen und Herausforderungen zu reagieren und sich kontinuierlich weiterzuentwickeln. Ein weiteres kulturelles Ziel der Lehre könnte darin bestehen, die Wertschätzung für die kulturelle Vielfalt zu fördern. Indem Schülerinnen und Schüler die Vielfalt von Kulturen, Sprachen, Bräuchen und Lebensweisen kennenlernen, können sie ein Bewusstsein für die Einzigartigkeit und den Reichtum unterschiedlicher kultureller Ausdrucksformen entwickeln. Dies kann dazu beitragen, Vorurteile abzubauen, den Respekt für andere Kulturen zu stärken und eine Atmosphäre der Toleranz und des gegenseitigen Verständnisses zu schaffen. Das kulturelle Ziel der Lehre besteht darin, Schülerinnen und Schülern ein umfassendes Verständnis verschiedener Kulturen zu vermitteln, um interkulturelle Kompetenzen zu fördern. Durch die Integration kultureller Inhalte in den Lehrplan können Schülerinnen und Schüler lernen, die Vielfalt der Welt zu schätzen, Vorurteile abzubauen und Empathie für Menschen aus unterschiedlichen kulturellen Hintergründen zu entwickeln. Darüber hinaus kann die Lehre dazu beitragen, das Bewusstsein für soziale Gerechtigkeit, Menschenrechte und kulturelle Sensibilität zu stärken. Durch die Förderung von interkulturellem Verständnis und Respekt können Lehrkräfte dazu beitragen, eine inklusive und vielfältige Lernumgebung zu schaffen, in der alle Schülerinnen und Schüler gleichermaßen unterstützt und geschätzt werden. Das kulturelle Ziel der Lehre besteht darin, Schülerinnen und Schülern ein umfassendes Verständnis verschiedener Kulturen zu vermitteln, um interkulturelle Kompetenzen zu fördern. Durch die Integration kultureller Inhalte in den Lehrplan können Schülerinnen und Schüler lernen, die Vielfalt der Welt zu schätzen, Vorurteile abzubauen und Empathie für Menschen aus unterschiedlichen kulturellen Hintergründen zu entwickeln. Darüber hinaus kann die Lehre dazu beitragen, das Bewusstsein für soziale Gerechtigkeit, Menschenrechte

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PEDAGOGIKA UNIVERSITETLARIDA BIOLOGIYA O'QITISHDA ZAMONAVIY SMARTFON VA PLANSHETLARDAN FOYDALANISHNING IJOBIY TOMONLARI

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Annotatsiya: Hech kimga sir emaski, bugungi kunda zamonaviy smartfonlardan foydalanishning yosh avlodning psixikasi va ijtimoiy xulq-atvoriga ta'sirini o'rganishga bag'ishlangan asarlar tobora ko'proq nashr etilmoqda. Ko'pgina maqolalarda asosan zamonaviy yoshlarda smartfonlardan foydalanishning salbiy oqibatlari tasvirlangan. Biroq, bir nechta ilmiy ishlar hali ham o'rganilayotgan jihatning ba'zi ijobiy tomonlarini ochib beradi. Ushbu tezisda o'quv jarayonida smartfonlardan eng samarali foydalanish imkoniyatlarini tavsiflaydi.

Kalit so'zlar: pedagogika, bilogiya, smartfon, texnologiya,

Hozirgi vaqtda universitet talabalari tomonidan smartfonlardan foydalanish bir vaqtning o'zida zarurat va qaramlikdir. Shu bilan birga, dunyoda mutlaqo xavfsiz uskunalar va uskunalar yo'qligini unutmasligimiz kerak. Psixologiya va tibbiyot sohasidagi olimlar uzoq vaqt davomida zamonaviy telefonlar, smartfonlar, gadjetlar va qurilmalarning bolalar va yoshlar ruhiyatiga ta'sirini o'rganadilar. Shunga qaramay, insoniyat bularning barchasidan maksimal darajada foydalanishga harakat qilmoqda, shuning uchun nima uchun talabaga zamonaviy smartfonning ajoyib imkoniyatlaridan maksimal darajada foydalanishni taklif qilmaslik kerak. O'zingizning pedagogik faoliyatingizni tahlil qilish va o'quv jarayonida axborot texnologiyalaridan foydalanish sohasidagi maqolalarni o'rganish natijalariga ko'ra, smartfonlardan foydalanishda quyidagi ijobiy tomonlarni ajratib ko'rsatish mumkin:

1. Www (World wide web) yordamida ta'lim ma'lumotlarini qidirish tezligi. Masalan, ma'lum bir atama va tushunchaning ma'nosini tushunmasdan, talaba o'z so'rovini aniqlashtirish va bir necha soniya ichida mavzu bo'yicha aniq javob olish imkoniyatiga ega, talabalar endi kutubxonalarda soatlab o'tirishlari va kerakli kataloglarni, bibliografik kartalarni va boshqalarni qidirishga vaqt sarflashlari shart emas. web of science, scopus va boshqalar; [4]

2. Katta hajmdagi o'quv qo'llanmalarini, entsiklopediyalarni raqamli formatda, o'quv videolarini, animatsiyalarni va boshqalarni saqlash imkoniyati.ushbu maqsadlar uchun o'rnatilgan yoki qo'shimcha telefon xotirasi ishlatiladi.

3. "Cho'ntagingizda chet tili". Ko'pgina adabiy manbalarda chet tillarini o'rganish uchun kompyuterlardan foydalanish imkoniyatlari tasvirlangan. [5]. Xuddi shu maqsadlar uchun siz smartfonlardan foydalanishingiz mumkin. Siz brauzerlarga o'rnatilgan onlayn tarjimonlardan yoki bepul yuklab olish uchun taqdim etilgan telefonlar uchun maxsus dasturlardan foydalanishingiz mumkin. Ushbu imkoniyatlar yordamida har bir mavzu bo'yicha ilmiy terminologiyani tushunish va yodlashni osonlashtirish mumkin. [2]

4. Onlayn va oflayn testlar. Zamonaviy ijtimoiy tarmoqlar va ilovalarda siz onlayn anketalar yaratishingiz va testlarni o'tkazishingiz mumkin, natijada darhol hisob-kitob qilinadi va ma'lumotlarni ekranda ko'rsatishingiz mumkin. Bundan tashqari, natijalar darhol smartfonlardagi barcha ishtirokchilarda ko'rsatiladi. Bilimlarni baholashning tavsiflangan usuli vaqtni va qog'ozdan foydalanishni sezilarli darajada tejaydi.

5. Masofaviy o'qitish imkoniyati. Sabablaridan qat'i nazar, siz nafaqat mamlakat ichida, balki xorijiy mutaxassislar bilan ham masofaviy audio va video darslarni o'tkazishingiz mumkin. Bundan tashqari, aloqa vositasi har doim qo'lda, "cho'ntakka kirish"deb nomlanadi.

6. Ijodiy salohiyatni rivojlantirish. Zamonaviy innovatsion texnologiyalar shaxsni har tomonlama rivojlantirish uchun ijodiy yondashuvni o'z ichiga oladi. Ushbu yo'nalishni amalga oshirish uchun talabalar fotosuratlar, videolar va audio muharrirlardan foydalanishlari mumkin. Siz o'quv videolarini yaratishingiz, montaj qilishingiz, o'quv materiallaridan portfel yaratishingiz, interfaol ma'ruzalar qilishingiz va HK.

7. Maxsus smartfonlar uchun o'quv dasturlari va dasturlaridan foydalanish. Chet tillarini o'rganish uchun ilovalardan foydalanish yuqorida tavsiflangan. Shu bilan birga, sog'liqni saqlashni kuzatuvchi ko'plab ilovalar mavjud [6]. Bundan tashqari, butun dunyoda ovqatlanish mutaxassisilari, fitness murabbiylari va shunchaki sog'lig'ini kuzatadigan odamlar sport mashg'ulotlari dasturlaridan foydalanadilar. Ushbu dasturlar yordamida talabalarni sport bilan shug'ullanish va sog'lom turmush tarziga rioya qilish uchun rag'batlantirish mumkin. Axborot texnologiyalarining 3D va 4D modellashtirish kabi yangi sohasi alohida e'tiborga loyiqdir. Zamonaviy ta'limda, ayniqsa tabiiy fanlar va tibbiyotda 3D modellashtirish mahsulotlaridan foydalanish sohalari cheksizdir. [1, 7]. Masalan, inson

anatomiyasini o'rganish uchun uch o'lchovli makonda inson organlari va tizimlarini tasvirlaydigan juda ko'p sonli dasturlar mavjud, shu bilan birga anatomik ob'ektlar

Xulosa qilib shuni qo'shimcha qilmoqchimanki, biologiyani o'qitishda innovatsion yondashuvlarni amalga oshirish uchun smartfonlarning imkoniyatlaridan foydalanish juda mumkin. Ushbu yondashuv nafaqat universitetlar doirasida, balki maktablar, gimnaziyalar, litseylar va kasb-hunar kollejlari kabi o'rta va o'rta maxsus o'quv yurtlarida ham mumkin. Shu bilan birga, yuqoridagi texnologiyalarni nafaqat biologiyada, balki fan, pedagogika va tibbiyotning turli sohalarida ham qo'llash mumkin.

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МОДИФИКАЦИЯ НОЧИ В ПОВЕСТИ «БЕЛЫЕ НОЧИ» Ф.М.ДОСТОЕВСКОГО

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Аннотация: В статье рассматривается модификация ночи в повести «Белы ночи» Ф.М. Достоевского, а также описываются поэтические функции пейзажа в ней.

Ключевые слова: Ф.М. Достоевский, «Белые ночи», пейзаж, ночь, художественный психологизм.

Abstract: The article examines the modification of the night in the story "White Nights" by F.M. Dostoevsky, and also describes the poetic functions of the landscape in it.

Key words: F.M. Dostoevsky, "White Nights", landscape, night, artistic psychologism.

В повести Ф.М.Достоевского «Белые ночи» рассказывается о приключениях Настеньки, девушки, с которой знакомится главный герой, бродя среди природы ночью.

В произведении основные события происходят на протяжении четырех ночей. Разговор очень сближает героя с Настенькой. Их отношение друг к другу (художественный психологизм и характер творца) совмещается и придает образу ночи у Ф. Достоевского неповторимый смысл. В этом произведении душа и мечта живут бок о бок. Доверие к Настеньке, надежда на нее и мечта о ней в полной мере демонстрируют изменения в психике главного героя (на самом деле главный герой сам Ф. Достоевский!). Явно заметны особые стремления главного героя быть богатым и состоятельным в будущем, молить Бога найти свое место в жизни, для чего он хорошо осведомлен о западной и восточной литературе, его интеллект как в политике, так и в искусстве. Здесь читатель должен прийти к выводу, что произведение является биографической повестью. Также самостоятельные голоса, слипшиеся в полифонии образов у Достоевского, соблюдение нормы в выражении привели к правдивому повороту переводчика. Образом Настеньки в произведении он смог показать, кем и каким человеком она будет в будущем, сколько боли и страданий приходится прожить людям полным надежд, живущим в мире разума и духа, воображения и фантазии.

Ночь для Достоевского это место осознания одиночества внутри великого бытия. Он так счастливо живет в своих видениях ночи и Настеньки там, что в основе каждого диалога на прогулке по берегу ему удается раскрыть славу человеческой любви. В этот момент Настенька подготавливает условия, чтобы найти путь к душе через разговор-приключение ночи, прогулку, ободрение и утешение хозяина съемного дома.

Ночь мобилизует Достоевского на великие испытания. Ведь только у обладателей ума, воображения и мышления есть свои уникальные мысли. Не всегда все было гладко для мыслящего человека. Мыслящий человек никогда не забывает, что он часть природы. В частности, он придает интеллектуальное отношение к миру поэтическим взглядом. Интересные приключения о Настеньке – проявление человеческой порядочности, из чего можно сделать вывод, что только воображение и чистая любовь могут найти путь к ее душе. Писатель задает своему собеседнику трудные вопросы.

Еще одна важная поэтическая функция пейзажа в повести Ф. Достоевского «Белые ночи» заключается в том, что писатель очень медленно описывает рост и изменения в психике Настеньки. Именно внутренние терзания психики героя вынуждают писателя рисовать словно художник наличие еще других незаметных человеческой душе голосов бытия. Существующие шаблоны: авторские образные концепции настолько взаимосвязаны, что каждая реальность или приключение не оставляют читателя равнодушным. Эти аспекты определяют поэтическую ценность композиции. Нельзя отрицать, что этот способ изображения непосредственно повлиял на творчество Н. Эшонкула, У. Хамдама, И. Султана в узбекской литературе. Писатели, которые искали творческого своеобразия в литературном влиянии, действительно могли создать в повестях собственное стилистическое место. Говоря о **теории диалога**[1] в произведении, разумеется, понимаем разговор между двумя людьми. Но это не так. Пафос в повести «Белые ночи» начинается с места встречи главных героев. Герой произведения прожил в Петербурге 8 лет и очень хорошо изучил там окружающую среду. В первую ночь знакомства главный герой входит в мир Настеньки. После этой встречи приключение героев раскрывается в *диалогической* форме. У.Журакулов ссылаясь на М. Бахтина, отмечает: «До М. Бахтина феномен диалога в основном понимался как диалектическое единство двух противоположных отношений. Акцент делается на реакции в диалогической ситуации и вытекающем из нее действии. Выдвинута единая концепция, что небо живет в постоянном конфликте с землей, добро со злом, день с ночью, вода с огнем, и все большие и малые действия в сущем основаны на одном и том же законе. Новизна теории диалога М. Бахтина состоит в том, что она раскрывает закон возникновения одного и того же события в рамках единого полюса через анализ художественного произведения и человеческого образа в нем. То есть, если пара явлений приобретает диалогичность в случае взаимного конфликта, то даже в случае единичного (например, Земля, добро, солнце, вода) она имеет внутреннюю диалогичность структуры и содержания»[2.] Действительно, особый акцент этой интерпретации М. Бахтина на форме диалогического общения Ф. Достоевского направлена на определение порядка общения героя с обществом в любой ситуации. По словам М. Бахтина, «О ком и о чем бы ни писал Достоевский, он возлагает на своих героев огромную задачу».

В творчестве Достоевского огонь любви к возлюбленной, вспыхивающий каждую секунду, минуту, час, обеспечивает настроение композиции. Писатель наблюдает очень глубоко. Психологическое напряжение, отраженное в сюжете «Белых ночей», которую он написал, когда ему было всего 23 года, говорит о том, что талант писателя к большим обобщениям зародился с детства.

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[1] У. Жўрақулов. Назарий поэтика масалалари. –Т., Ғ.Ғулом номидаги нашриёт-матбаа ижодий уйи. 2015. –Б. 74.
[2] Кўрсатилган адабиёт, – Б. 75-76.

В целом, Ф. Достоевский, как признанный писатель-гуманист, очень отличается от других своей красивой манерой изложения. Ф. Достоевского, признанного гениальным писателем своего времени, ювелиром слова, любили и читали более чем на ста языках мира. Нет большего счастья для человека. Ведь можно не сомневаться, что его мелодичность с «диалектикой души» будет жить на протяжении веков.

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O‘QISH SAVODXONLIGI DARSLARIDA BERILAYOTGAN ASAR MUALLIFLARINI O‘RGANISH VA O‘QITISH

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Annotatsiya. Boshlang‘ich sinf o‘qish savodxonligi darslarida berilgan asar va asar mualliflarini o‘qitish metodikalarini o‘rganish ular ustida amaliy ishlar olib borish. O‘quvchilarni bolalar adabiyotiga qiziqtirish, bolalar ijodkorlarini yaqindan tanishtirib borish.

Kalit so‘zlar. bilim, ko‘nikma, malaka, til, xalq, asar, tahlil, izoh, ibora, ona tili, o‘qish, o‘qituvchi, o‘quvchi.

Bolalar adabiyoti o‘zbek adabiyotining tarkibiy qismi sifatida o‘tgan asrning so‘nggi choragida shakllana boshlagan. Bir asrdan ortiq vaqt mobaynida u o‘zining zukko kitobxonlari va iste’dodli ijodkorlariga ega bo‘ldi. Shu ma’noda bolalar adabiyoti mustaqil fan, sohasi sifatida rivojlanib bormoqda. Bunda o‘qish darslari juda katta ahamiyatga ega bo‘lib, u orqali yosh avlodning jajji qalbida yozuvchi, shoir va adiblarning ijodiga, ularning betakror asarlariga qiziqish, havas va ishtiyoq uyg‘otib boriladi. Boshlang‘ich sinf o‘quvchilariga o‘qishni o‘rgatish ularga tarbiyaviy ta’sir etish, shaxsiy namuna ko‘rsatish bilan bog‘liq holda amalga oshiriladi. Darslikda berilgan shoirlar, olimlar, zamonamizning atoqli kishilarining asarlari bilan birga, ularning o‘z hayotiy faoliyati ham hamma uchun o‘rnak bo‘larlidir.

Zamonlar o‘taveradi, lekin xalq qalbini zabt etgan donishmandlar, elim deb, yurtim deb jonini xalq va millat ravnaqi yo‘lida fido qilgan insonlar mangu yashaydi. Ularning hayot va ijodlari barchaga namuna. Boshlang‘ich sinflarning o‘qish darslari o‘z mohiyati,

maqsad va vazifalariga ko'ra ta'limda o'zining alohida o'rniga ega. O'qish darslarining asosida savodxonlik va axloqiy ta'lim-tarbiya turadi. Shuning uchun ham boshqa predmetlar to'plamini o'qish ta'limisiz tasavvur qilib bo'lmaydi. Yozuvchi va shoirlarning yaratgan asarlarida va amaliy faoliyatida har doim ezgu g'oyalar ilgari surilgan, ulkan bunyodkorlik ishlari amalga oshirilgan. Bularni yosh avlodga o'rgatish, ong-u shuuriga singdirish, hozirgidek tinch va farovon hayot uchun qilingan zahmatli mehnatlarni unutmaslik, aksincha, ularning qadriga yetish va bundan faxrlanib yashash hissini shakllantirish barkamol avlodni voyaga yetkazishning muhim sharti sanaladi.

O'qish darslarini to'g'ri tashkil qilish juda muhim masala hisoblanadi. Chunki aynan shu darslarda o'quvchilar o'qish savodxonligini oshirib borishadi. O'qish savodxonligi – shaxs o'zining bilim va salohiyatini rivojlantirish, jamiyatda o'z o'rnini topish maqsadiga erishish yo'lida matnlarni tushunish, ulardan foydalanish, ular ustida mulohaza yuritish hamda ularga munosabat bildirish qobilyati demakdir. Bu asarlarni o'rganish davomida uning mualliflari haqida ham ma'lumotga ega bo'lishlari zarurdir.

Boshlang'ich sinf o'qish darsligida asarlari berilgan mualliflarning hayoti va ijodini o'rganish va o'quvchilarga o'rgatish zarurdir. 1. Adabiy ta'limning asosiy maqsadi hamda vazifalarini belgilash. 2. O'qish darsliklarining shakl va mazmuniga ko'ra tasnif etish va tahlilga tortish. 3. O'qish darsligida asarlari kiritilgan mualliflar ro'yxatini tuzish. 4. Asarlarning mualliflari hayoti va ijodiga oid materiallarni to'plash. 5. Mualliflarning ijodini o'rganish. 6. Adiblar hayoti va ijodini o'qitishda innovatsion metodni ishlab chiqish. Kuzatishlarimiz shuni ko'rsatdiki, bolalar adabiyotini rivojlantirish va o'rganish juda qiziqarli va murakkab jarayondir. Bu sohada qator muammolar mavjuddir. Boshlang'ich ta'lim samaradorligini oshirish omillari haqida gap ketganda, o'z kasbining ustasi bo'lgan yetuk kadrlar bilan bir qatorda o'qituvchining ta'lim berishi, o'quvchining esa o'quv materialini tez va to'liq o'zlashtirishiga yordam beruvchi o'qitish vositasi darsliklarga ham yetarlicha ehtiyojimiz borligi hech kimga sir emas! Bugungi kun talablariga to'liq javob bera oladigan va farzandlarimizning sifatli ta'lim olishlari uchun ishonchli manba bo'lib xizmat qiladigan darsliklar yaratish muammosi shu sohada faoliyat yuritayotgan har bir fidoyi, jonkuyar o'qituvchilarimizning kunda yuz bor o'ziga beradigan, eng ko'p o'ylantiradigan savoli bo'lishi tabiiy. Chunki, o'qish darsliklarimizga kiritilgan asarlarni mualliflari haqida deyarli ma'lumotlar berilmagan. Dars o'tish jarayonida esa asar muallifi haqida ma'lumot berish kerak. Bolalar adiblari ijodini o'rganish bo'yicha DTS va o'qish kitoblarining o'zaro mos kelmaslik holatlari ko'zga tashlanadi. Bunda o'qituvchilar uchun dars o'tish jarayonida qiyinchiliklarni yuzaga keltirmoqda. Shuningdek, dars o'tish jarayonini chegaralangandek bo'lib qolmoqda. 3-sinf o'qish darslarida bolalar adiblari Zahro Hasanova va Dilshod Rajab ijodi va asarlarini o'rganish jarayonida o'quvchilar uchun zarur bo'lgan manbalarning yo'qligi, biroq ular asar mualliflari ijodi va asarlariga juda qiziqishlari ma'lum bo'ldi. Shuning uchun ham yangi adabiyotlarga ehtiyoj ortib bormoqda.

O'qish darsligiga kiritilgan asarlarni tanlab olishda asosan asarning bo'limga mos tushishi ahamiyatlidir. Uning muallifi ahamiyatsiz bo'lib, asar muhim hisoblanadi. Bunday davom etsa kelajakda o'quvchilarimiz bolalar adiblarini bilmay, tanimay qoladilar. O'qish darslarida didaktik o'yinlar orqali adiblar hayoti va ijodi haqida ma'lumotlar berib borilishi o'quvchilarning adabiyot olamiga, kitob mutolaasiga bo'lgan qiziqishlarini oshiradi. Qalbida adabiyotga muhabbati bor avlodni buyuk kelajak kutadi.

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MATRITSALAR HAQIDA BOSHLANG'ICH TUSHUNCHALAR

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Matritsa tushunchasi birinchi marta ingliz matematiklari U.Gamilton (1805-1865 y.) va A.Kel (1821-1895 y) ishlarida uchraydi. Hozirgi kunda matritsa tushunchasi tabiiy va amaliy jarayonlarning matematik modellarini tuzishda muhim vosita sifatida qo'llaniladi.

Tarif. Matritsa deb **m** ta satr va **n** ta ustunga ega bo'lgan qavslar ichiga olingan to'rtburchakli sonlar jadvaliga aytiladi, m·n ta sondan tashkil topgan jadval $m \times n$ tartibli matritsa, uni tashkil etgan sonlar esa **matritsaning elementlari** deb ataladi.

Matritsalar lotin alifbosining bosh harflari bilan belgilanadi. $A, B, C \ldots$ kabi bosh harflar bilan, ularning i-satr va j-ustunida joylashgan elementlari esa odatda a_{ij}, b_{ij}, c_{ij} kabi mos kichik harflar bilan belgilanadi.

$$\text{Masalan, } A = \begin{pmatrix} a_{11} & a_{12} & \ldots & a_{1n} \\ a_{11} & a_{22} & \ldots & a_{2n} \\ \ldots & \ldots & \ldots & \ldots \\ a_{m1} & a_{m2} & \ldots & a_{mn} \end{pmatrix}$$

Matritsani tashkil qilgan sonlar uning elementlari deyiladi. Matritsa o'lchami $m \times n$ kabi yoziladi. Matritsaning i–satr, j–ustun kesishmasidagi element a_{ij} kabi belgilangan. Bundan kelib chiqadiki, a_{23} 2-satr va 3-ustun kesishmasida joylashgan elementdir.

Ba'zida matritsalarni yozishda $(\cdots)$ qavslar o'rniga $[\cdots]$ qavslar yoki $\|\cdots\|$ kabi belgilardan foydalaniladi. Agar biror A matritsaning tartibini ko'rsatishga ehtiyoj bo'lsa, u ko'rinishda yoziladi va umumiy holda,

$$A_{m*n} = \begin{pmatrix} a_{11} & a_{12} & \ldots & a_{1n} \\ a_{11} & a_{22} & \ldots & a_{2n} \\ \ldots & \ldots & \ldots & \ldots \\ a_{m1} & a_{m2} & \ldots & a_{mn} \end{pmatrix}$$

A_{m*n} yoki qisqacha $= (a_{ij})$ ko'rinishda ifodalanadi.

Tarif. $n \times 1$ o'lchamli matritsaga satr matritsa, $m \times 1$ o'lchamli matritsaga esa ustun

matritsa deyiladi, ya'ni $X = (a_{11} \quad a_{12} \quad \ldots \quad a_{1n})$, $Y = \begin{pmatrix} a_{11} \\ a_{21} \\ \vdots \\ a_{m1} \end{pmatrix}$

A_{m*n} matrisada m = n ≠ 1 bo'lsa, u ***kvadrat matrisa***, m ≠ n (m≠1, n≠1) bo'lsa ***to'g'ri burchakli matritsa*** , m=1, n≠1 holda ***satr matritsa*** va m≠1, n=1 bo'lganda **ustun matritsa** deb ataladi.

Tarif. Ham satrlar soni, ham ustunlar soni n ga teng bo'lgan, ya'ni $n \times n$ o'lchamli matritsa n–tartibli **kvadrat matritsa deyiladi**.

A_{n*n} kvadrat matrisa qisqacha A_n kabi belgilanadi va n-tartibli kvadrat matrisa deyiladi. Shuni ta'kidlab o'tish kerakki, m=1 va n=1 bo'lganda A_{1*1} matritsa bitta sonni ifodalaydi va shu sababli ma'lum bir ma'noda matritsa son tushunchasini umumlashtiradi.

Tarif. A va B matritsalar bir xil tartibli va ularning mos elementlari o'zaro teng bo'lsa, ya'ni shart bajarilsa, ular **teng matritsalardir.** A va B matritsalarning tengligi A=B yoki $(a_{ij}) = (b_{ij})$ ko'rinishda belgilanadi. Masalan, ixtiyoriy **a≠0** soni uchun

$$A = \begin{pmatrix} a+a & a-a \\ a:a & a*a \end{pmatrix} \quad B = \begin{pmatrix} 2a & 0 \\ 1 & a^2 \end{pmatrix}$$

$B = \begin{pmatrix} 2a & 0 \\ 1 & a^2 \end{pmatrix}$ matritsalar o'zaro teng, ya'ni A = B bo'ladi. $A = \{a_{ij}\}$ matritsada i=j bo'lgan a_{ii} elementlar **diagonal elementlar**.

Tarif. Diagonal matritsa diagonal elementlaridan boshqa barcha elementlari nolga teng bo'lgan $(a_{ij} = 0, i \neq j)$ kvadrat matritsadir.

Masalan, $A_{2*2} = A_2 = \begin{pmatrix} a_{11} & 0 \\ 0 & a_{21} \end{pmatrix}$, $B_{3*3} = B_3 = \begin{pmatrix} a_{11} & a_{12} & 0 \\ a_{21} & 0 & a_{22} \\ 0 & a_{32} & a_{33} \end{pmatrix}$ diagonal matritsalar

bo'ladi.

Tarif. Barcha diagonal elementlari $a_{ij} = 1$ bo'lgan n-tartibli diagonal matritsa n-tartibli birlik matritsa yoki qisqacha **birlik matritsadir.**

$E_2 = \begin{pmatrix} 1 & 0 \\ 0 & 1 \end{pmatrix}$, $E_3 = \begin{pmatrix} 1 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{pmatrix}$ mos ravishda ikkinchi va uchinchi tartibli birlik

matritsalardir.

Tarif. Barcha elementlari nolga teng $(a_{ij} = 0)$ bo'lgan ixtiyoriy $m \times n$ tartibli matritsa **nol matritsa** deyiladi. $m \times n$ tartibli nol matritsa o_{m*n} yoki qisqacha belgilanadi. Masalan,

$O_2 = \begin{pmatrix} 0 & 0 \\ 0 & 0 \end{pmatrix}$ $O_{2*3} = \begin{pmatrix} 0 & 0 & 0 \\ 0 & 0 & 0 \end{pmatrix}$ mos ravishda nol matrisalardir.

Tarif. A matritsaning ustunlari soni B matritsaning satrlari soniga teng bo'lsa, A matritsa B matritsa bilan zanjirlangan matritsa deyiladi.

$A = \begin{pmatrix} a_{11} & a_{12} & a_{13} \\ a_{21} & a_{22} & a_{33} \\ a_{31} & a_{32} & a_{33} \end{pmatrix}$, $B = \begin{pmatrix} b_{11} & b_{12} \\ b_{21} & b_{22} \\ b_{31} & b_{32} \end{pmatrix}$ matritsalar zanjirlangan matritsalar bo'ladi.

Chunki, A matritsaning o'lchami 3×3 ga, B matritsaning o'lchami 3×3 ga teng. Shuni ta'kidlash lozimki B va A matritsalar zanjirlangan emas. Chunki, B matritsaning ustunlari soni 2 ga, A matritsaning satrlari soni 3 ga teng bo'lib, o'zaro bir xil emas.

Matritsalarni qo'shish, ayirish, ya'ni algebraik qo'shish va matritsani songa ko'paytirish amallariga matritsalar ustida chiziqli amallar deyiladi.

Matritsalarni qo'shish va songa ko'paytirish amallari quyidagi xossalarga ega:

1) $A + B = B + A;$

2) $A + (B + C) = (A + B) + C;$

3) $k(A + B) = kA + kB;$

4) $k(nA) = nk(A);$

5) $(n + k)A = nA + kA;$

6) $A + 0 = A;$

7) $A + (-A) = 0;$

8) $A * 1 = A.$

Bu yerda A, B, C –bir xil o'lchamli matritsalar, 0 matritsa A, B, C matritsalar bilan bir xil o'lchamli nol matritsa, k, n –ixtiyoriy haqiqiy sonlar. Faqat va faqat zanjirlangan matritsalar ustida ko'paytirish amali bajariladi. $m \times p$ o'lchamli $A = (a_{ij})$ matritsaning $p \times n$ o'lchamli $B = (b_{ij})$ matritsaga ko'paytmasi deb elementlari $c_{ik} = a_{i1}b_{1k} + a_{i2}b_{2k} + ... + a_{ip}b_{pk}$ kabi aniqlanadigan $m \times n$ o'lchamli $C = (c_{ij})$ matritsaga aytiladi. Bu formuladan ko'rish mumkinki, A va B matritsalarning ko'paytmasi C matritsadagi c_{ik} element A matritsaning i– satrida joylashgan har bir elementni B matritsaning k– ustunida joylashgan mos o'rindagi elementga ko'paytirish va hosil bo'lgan ko'paytmalarni qo'shish natijasida aniqlanadi.

Matritsalarni ko'paytirish amali quyidagi xossalari ega:

1) $(kA)B = k(AB) = A(kB);$

2) $(A + B)C = AC + BC;$

3) $A(B + C) = AB + AC;$

4) $A(BC) = (AB)C.$

A kvadrat matritsani $m(m > 1)$ butun musbat darajaga ko'tarish quyidagicha amalga oshiriladi: $A^n = \underbrace{A * A * A * ... * A}_{n}.$

Agar A matritsada barcha satrlari matritsaning mos ustunlari bilan almashtirilsa, u holda hosil bo'lgan A^T matritsa A matritsaga transponirlangan matritsa deyiladi. Transponirlangan matritsalar quyidagi xossalarga ega:

1) $(A^T)^T = A;$

2) $(kA)^T = kA^T;$

3) $(A + B)^T = A^T + B^T;$

4) $(AB)^T = A^T B^T.$

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FINDING THE ROOTS OF DEGREE POLYNUMB USING THE FUNDAMENTAL THEOREM OF ALGEBRA

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Introduction. The fundamental theorem of algebra is widely used in dealing with polynomials in the field of complex numbers, and complex numbers are important in various fields such as theoretical physics, engineering, mathematics, and other fields where complex numbers and polynomials are used. This allows for a deeper understanding of the behavior and solutions of polynomial equations in the field of complex numbers.

The Fundamental Theorem of Algebra states that every non-constant polynomial with complex coefficients has at least one complex root. In other words, a polynomial equation of degree n is guaranteed to have n complex roots when multiplied.

The main theorem of algebra is a theorem confirming that a given polynomial of arbitrary degree in the field of complex numbers has at least one root. From this theorem, it follows that a degree polynomial, taking into account the multiplicity of multiple roots, has exactly p roots. Since the main content of algebra in the 17th and 18th centuries was solving equations, the theorem is called the main theorem of algebra. The fundamental theorem of algebra was first proved thoroughly by Gauss.

Let's consider the n-degree polynomial P(x) with complex coefficients:

$P(x) = a_n x^n + a_{n-1}x^{n-1} + ...+ a_1 x + a_0$

According to the basic theorem of algebra, we can express P(x) in factored form as follows: $P(x) = a_n(x - x_1)(x - x_2)...(x - x_n)$.

Here $x_1, x_2, ..., x_n$ represent the complex roots of the polynomial.

The theorem shows that a polynomial of degree n can be completely multiplied by n linear factors, each of which corresponds to a complex root. This shows the existence of complex roots and their polynomial dependence.

When dealing with the roots of polynomials, the question arises whether any polynomial does not have a root. It is known that there are polynomials with real coefficients and no real roots. For example, x^2+1 is one such polynomial. Polynomials whose coefficients consist of arbitrary real complex numbers also have roots. These complex numbers are the fundamental theorem of algebra.

Theorem: Any polynomial with degree not less than one and any number of coefficients has at least one complex root in general.

This theorem is considered one of the greatest achievements of mathematics and is applied in various fields of science. The following result follows from the above theorem.

Result: any polynomial with complex coefficients of the nth degree will have exactly n complex roots. In this case, the roots are counted as many times as there are.

The fundamental theorem of algebra is valid even when n=0, because polynomials of degree 0 have no roots. The fundamental theorem of algebra cannot be applied only to nonzero polynomials.

Polynomials that cannot be represented in the field of real numbers.

Theorem. If P(x) is a polynomial over the field of real numbers, then the joint complex values of x also accept P(x).

Result 1: If the complex number a+bi is a root for the polynomial P(x) over the field of real numbers, then the complex number a-bi is also a root.

Result 2: The number of complex roots of the polynomial P(x) over the field of real numbers can be even only. Because by result 1, for every a+bi complex root, there is another a-bi root.

Result 3: A polynomial of even degree P(x) over the field of real numbers can be obtained only if the number of real roots is even.

In fact, if we say that the degree of P(x) is n and the number of abstract roots is m, then the number of real roots will be k=n-m. Since n and m represent even numbers, k is also zero or an even number.

Result 4: A polynomial P(x) of odd degree over the field of real numbers has odd real roots. Because in this case, based on the above definition, if n is odd and m is even, then k=n-m is odd.

Thus, if at least one root of P(x) is real m=0, all its roots are real.

Summary.

In conclusion, the Fundamental Theorem of Algebra helps to find the roots of given degree polynomials in the field of complex numbers. It asserts that a polynomial of arbitrary degree given in the field of complex numbers has at least one root. When the root of a degree polynomial is a complex number (a+bi), there is another root (a-bi) for it. In this case, a degree polynomial has exactly p roots when the multiplicity of multiple roots is taken into account.

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СОДЕРЖАНИЕ ПЕДАГОГИЧЕСКИХ ЭКСПЕРИМЕНТАЛЬНЫХ РАБОТ ИССЛЕДОВАНИЯ

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Аннотация: В статье рассматриваются основные этапы организации педагогического эксперимента. Обращается внимание начинающих исследователей к корректному подходу в определении основных научных категорий педагогического исследования.

Ключевые слова: педагогика, педагогический эксперимент, научное исследование, экспериментальные материалы, объект, гипотеза.

Подтверждение правильности научной гипотезы, выдвигаемой в исследованиях, связанных с областью педагогики, определяется в процессе педагогической экспериментальной работы. Теоретическая часть исследования включает в себя следующее:

общие основы, ведущие принципы выбранной проблемы;

базовые понятия;

диалектические и динамические особенности целостного процесса;

социальные субъекты, выступающие главными участниками поиска решения;

их место и роль в процессе, влияние на развитие этапов;

основная цель, характер задач, которые необходимо решить для ее достижения, ожидаемые результаты, условия и факторы, гарантирующие достижение результата, методы и способы, показатели эффективности достигнутого результата.

Практический экспериментальный процесс – это процесс экспериментальной проверки правильности выдвинутой в исследовании научной гипотезы, отражение теоретической постановки проблемы на практике, педагогическом опыте, при котором освещаются:

пути реализации на практике приоритетных идей, выдвинутых в теоретической части работы;

изложение предложенной для испытания программы и ведущих принципов;

содержание методики, использованной в эксперименте, общая и конкретная цель многоэтапных испытательных работ, выполненные для их достижения практико-

педагогические задачи, ожидаемый результат, результаты, полученные на разных этапах экспериментальных работ, их обобщение, взаимный сравнительный анализ, а также показатели различия, вопросы математико-статистического анализа результатов обосновывающего и утверждающего эксперимента.
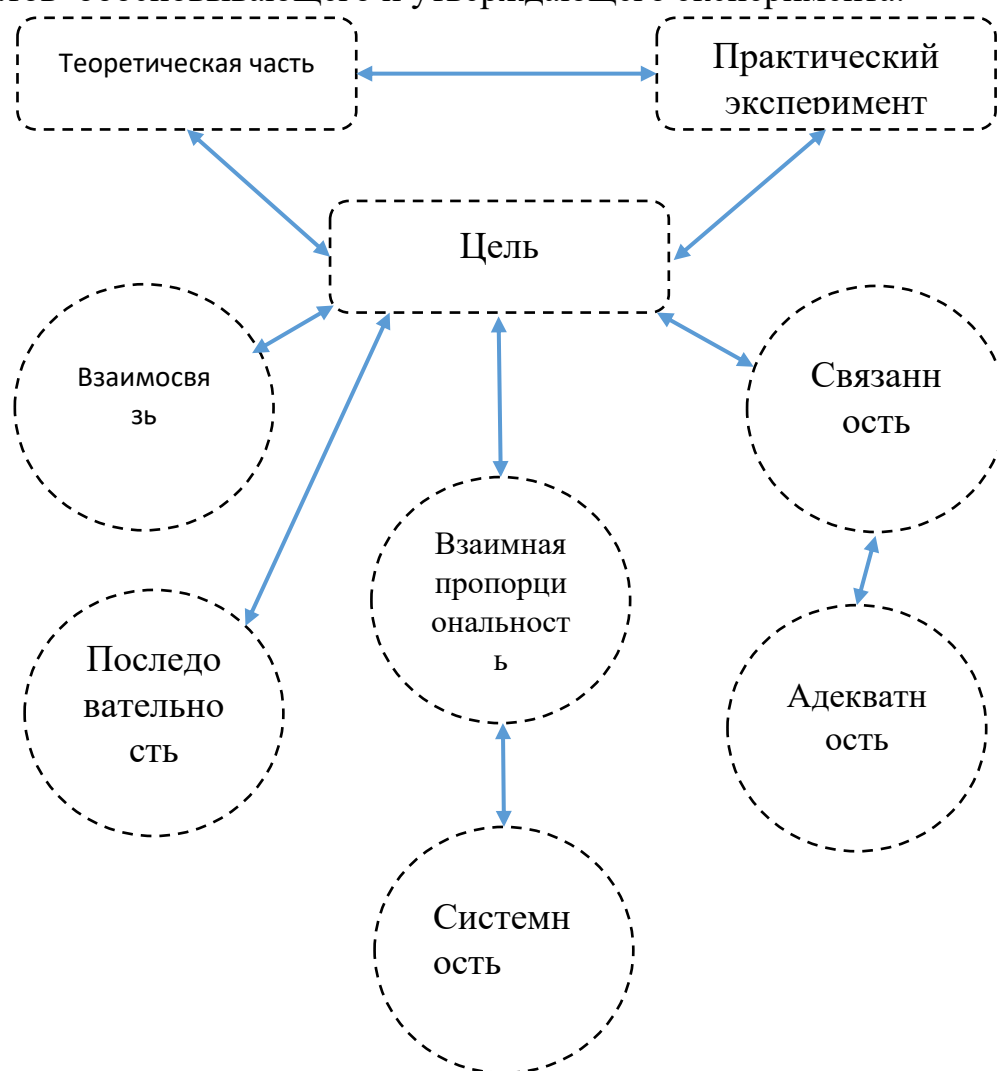
Рисунок 1. Взаимосвязь теоретической части и практического эксперимента исследования

Теоретическая часть и практический эксперимент должны быть идеологически адекватны. Чтобы обеспечить качество и эффективность научных исследований, необходимо обратить внимание на обеспечение взаимосвязи, пропорциональности, связанности и последовательности этих двух частей. Полное выполнение этого требования обеспечивает правильную организацию исследования с педагогической и практико-методической точки зрения.

В исследовательской работе при взаимодействии теоретической части и практического опыта взаимозависимость компонентов должна обеспечиваться следующим образом (рис. 1)

Теоретические главы исследования определяют содержание научной деятельности, направленной на принятой в качестве основы исследования проблему и ее анализ. Для проверки правильности данной научной гипотезы на практике проводятся педагогические экспериментальные работы, и результаты анализируются в математико-статистическом аспекте.

Эффективность педагогического эксперимента напрямую зависит от следующих условий:

1) повышение мотивации участников;

2) наличие научно-теоретического и методического обеспечения;

3) готовность участников к инновациям, используемым в экспериментальном процессе;

4) понимание сути инноваций;

5) наличие творческого, системного и инновационного подхода;

6) информационные и коммуникационные технологии;

Некоторые исследователи предлагают следующие принципы подхода к исследованию эффективности управления педагогическим экспериментом (рис. 2.)

№	Принципы	Содержание принципов
1	Системность	Рассмотрение качества управления на основе систематического подхода
2	Интегративность	Применение знаний по разным дисциплинам и учет междисциплинарности при выражении понятия качества
3	Декомпозиция	Эффективность и качество управления можно рассматривать только путем разделения его на составные части, что предполагает формирование иерархической структуры качества управления по различным основаниям
4	Интерактивность	Предполагает применение эвристических методов оценки при оценке и анализе качества, использование методов аналитической оценки
5	Многомерность	Различные характеристики и сложная структура составляющих качество и эффективность предполагают использование разных показателей и критериев оценки

Рисунок 2. Принципы исследования эффективности управления педагогическим экспериментом

На эти принципы мы опирались для достижения качества и эффективности в организации и управлении педагогической экспериментальной работой нашей

исследовательской работы. Условно разделили эффективность научной гипотезы исследования на следующие виды:

1) **целевая эффективность:** соответствие способностей, возможностей экспериментальной группы и существующих возможностей установленным целям. При оценке целевой эффективности управления педагогическим экспериментом педагог экспериментальных групп оценивает факторы, причины, средства и методы, совместимые с результатами успешного достижения поставленных целей;

2) **социально-психологическая эффективность:** подразумевает описание духовно-психологической среды в экспериментальной группе, удовлетворение потребности студентов в развитии речевых навыков и удовлетворенность этим процессом участников образовательного и воспитательного процесса;

3) **технологическая эффективность:** определяет реализацию учителем основных функций при руководстве педагогическим экспериментом, уровень соответствия структуры управления педагогическим экспериментом целям и задачам развития речевой грамотности студентов.

Анализ результатов нашего исследования показал, что при формировании компетенции межкультурного общения у будущих учителей русского языка необходимо решить общие и специальные задачи.

Общие задачи включают в себя:

- определение качеств толерантности у студентов;

- укрепление культурных знаний;

- улучшение их знаний о русской и узбекской культуре;

- понимание практической значимости культуры;

- улучшение морально-психологических качеств;

- развитие коммуникативной компетентности;

- формирование навыков социализации.

К специальным задачам относятся:

- понимание интеграции языка и культуры;

- совершенствование качеств использования элементов культуры в процессе общения;

- уважение представителей других культур.

Целью педагогической экспериментальной работы было достижение эффективности за счет совершенствования методики преподавания русского языка в процессе межкультурного общения студентам направления образования русского языка и литературы педагогических высших учебных заведений.

Для достижения этой цели в качестве задач педагогической экспериментальной работы были определены следующие:

1. Выбрать учебные, воспитательные и научно-педагогические методы и отдельные методики по результатам теоретических исследований для разработки

системы специальных методов обучения русскому языку студентов в процессе межкультурной коммуникации.

2. Разработать специальную программу и методику качественного и быстрого обучения русскому языку студентов с помощью образовательных технологий, основанных на отдельных методах или обобщении методов.

3. Определить практическое соответствие разработанной специальной программы и методики в теоретическом аспекте на основе экспертной оценки.

4. Создать необходимые педагогические условия для апробации специальной программы и методики.

5. Определить факторы, позволяющие эффективно реализовать специальную программу и методику ускоренного обучения русскому языку, у будущих учителей.

6. Применить на практике идеи специальных программ и методик, изучение теоретико-методических основ достижений и недостатков в этом направлении путем организации различных форм учебных занятий и внеаудиторных духовно-просветительских мероприятий.

7. Обогатить достигнутые достижения и дополнительно обогатить специальную программу и методику с идеологической точки зрения и провести ее переосмысление путем определения мер по устранению недостатков.

Было признано целесообразным провести экспертизу эффективности разработанной специальной программы и методики при организации педагогических экспериментальных работ исследования. Ведь объективная оценка теоретического и практического соответствия специальной программы и методики практике высшего образования на основе обсуждения экспертов не только обеспечивает эффективное завершение исследования, но и создает основу для популяризации в будущем гипотезы, выдвинутой в ходе научных исследований, в национальном масштабе. В результате обсуждений установлено, что оценка соответствия специальной программы и методики, рекомендованных к применению экспертной группой в ходе экспертизы, практике высшего образования и уровня применимости по следующим критериям является верной в научно-педагогическом и методическом аспекте:

1. Продуманность идеологического содержания специальной программы и методики.

2. Наличие возможности удовлетворить потребность студентов в ознакомлении с технологиями межкультурной коммуникации, сформировать умения придерживаться идей, выдвинутых в их содержании.

3. Учет возрастных особенностей, духовно-интеллектуального уровня и психологических особенностей студентов при разработке специальной программы и методики.

4. Наличие необходимых педагогических условий высших учебных заведений

для реализации идей специальных программ и методики.

5. Возможность практического использования специальной программы и методики, рекомендованной к апробации в системе высшего образования, на национальном уровне и высокая вероятность достижения ожидаемого эффекта.

Для членов экспертной группы по рассмотрению рекомендованных для практики специальной программы и методики была разработана схема-карта (рис. 3).

СХЕМА-КАРТА ЭКСПЕРТИЗЫ		
	Критерии	**Баллы**
.	Четкая обоснованность идеологического содержания специальной программы и методики, направленной на экспериментальную проверку гипотезы исследования	30 баллов
.	Наличие возможности удовлетворения потребности в ознакомлении студентов с технологиями межкультурной коммуникации в системе высшего образования, формировании умения придерживаться идей, выдвинутых в их содержании	25 баллов
.	Учет возрастных особенностей, духовно-интеллектуального уровня и психологических особенностей студентов при разработке специальной программы и	15 баллов
.	Наличие необходимых педагогических условий высших учебных заведений для реализации идей специальной программы и методики	10 баллов
.	Возможность практического использования специальной программы и методики, рекомендованной к апробации в системе высшего образования, на национальном уровне и высокая вероятность достижения	20 баллов
Всего		100 баллов
Член экспертной группы:		
(Ф.И.О) (Подпись) « » 2023 год		

Рисунок 3. Схема-карта экспертизы специальной программы и методики

Экспертиза практического соответствия разработанной специальной программы и методики, связанной с организацией педагогических экспериментальных работ исследования, в теоретическом аспекте проводилась в несколько этапов:

1-этап. Этап формирования экспертной группы.

2-этап. Знакомство членов экспертной группы с целями и задачами специальной программы и методики.

3-этап. Организация деятельности экспертной группы.

4-этап. Подготовка экспертных заключений.

В соответствии с заключением экспертной группы по экспертизе специальной программы и методики, рекомендованной для учебной практики студентов высших учебных заведений, начата организация испытательных работ. Для этого, в первую очередь, уделялось внимание созданию необходимых педагогических условий, востребованных для эффективной реализации специальной программы и методики, и были выполнены следующие работы:

1. Для оказания помощи в организации испытательных работ в каждой экспериментальной площадке были сформированы рабочие группы, состоящие из профессоров и преподавателей-методистов.

2. Организован круглый стол с участием членов рабочей группы по поставленным перед ними задачам.

3. Профессорам- и преподавателям-методистам были предоставлены специальная программа и методика, рекомендованные для испытания (планы учебных занятий, проекты внеаудиторных духовно-просветительских мероприятий).

4. Организовывались беседы со студентами, участвовавшими в испытательной работе в определенные периоды, и обменивались мнениями о ходе экспериментальной работы, возникших трудностях или достигнутых успехах; в необходимых местах были внесены изменения в содержание специальной программы и обогащена методика.

5. По окончании этапа утверждающего эксперимента были проведены интервью с профессорами и преподавателями-методистами об общем процессе и результатах испытательных работ.

В процессе анализа источников, близких к цели, поставленной перед диссертацией, и научной литературы, связанной с данной темой, выдвинутых в них теоретических идей, определенных методик, было обращено внимание на выбор учебных, научных, воспитательных методов для развития методики преподавания русского языка студентам посредством технологий межкультурного общения. Теоретическое исследование темы и изучение современной ситуации в практике высшего образования показали необходимость использования определенных методик развития уровня знаний студентов по русскому языку. В этом процессе, кроме традиционных методов, таких как беседа, объяснение, упражнение и пример, мы применяли авторские методы, такие как **"В аэропорту", "Соседство", "Совет гостю", "Знаете ли вы этого человека?"**. Описание некоторых авторских методов дано в параграфе 3.3 диссертации. Ниже приведено описание некоторых из них.

1. Метод "Очков" (Очки в символичном занчении). Еще одним методом, весьма эффективным в формировании компетенции межкультурного общения у будущих учителей русского языка, является метод «Очков», с помощью которого студенты приобретают умение наблюдать и оценивать культурные особенности. Рекомендуется включить этот метод в процесс урока в освоении следующих тем:

- вербальное и невербальное общение;
- культурные стандарты и стереотипы;
- межкультурные недопонимания.

Считается целесообразным выбрать этот метод в качестве целевой группы для студентов всех уровней, взрослых, самостоятельно изучающих язык, уровень владения языком которых составляет не менее уровня B1 общеевропейских языковых компетенций, что является условием эффективного использования метода.

2. Метод "Значение имен". Наше имя является определяющей и важной частью нашей идентичности. Имена — это больше, чем просто название, данное человеку, они могут многое рассказать о семейных и культурных ценностях. Об этом свидетельствует тот факт, что в значении имен скрыта специфическая межкультурная информация. Исходя из этого, следует подчеркнуть, что использование данного метода «Значение имен» очень эффективно при освоении таких тем, как «Вербальное и невербальное общение», «Культурные стандарты и стереотипы», «Межкультурные недопонимания». При применении метода целевой группой являются студенты, взрослые, самостоятельно изучающие язык, и целесообразно, чтобы их языковой уровень был не ниже уровня B1 общеевропейских языковых компетенций.

3. Метод работы с фильмами. Как мы убедились из нашего педагогического опыта, хотя фильмы и используются в обучении иностранным языкам с 80-х годов прошлого века, эффективное использование фильмов в ходе урока всегда создает для учителей определенный уровень трудностей и проблем. Поскольку изучающие иностранный язык не просто смотрят фильм, требуется реализовать необходимые меры, основанные на определенных методико-дидактических критериях формирования их компетентности межкультурного общения. В этом случае преподавателю целесообразно с творческим подходом разработать упражнения для разных этапов просмотра фильма. Одним из таких методов является метод «Работы с фильмами», позволяющий оценить ситуацию с точки зрения героев после просмотра фильма. Конечно, в процессе преподавания иностранного языка также часто изучающие язык комментируют фильм со своей собственной точки зрения, чтобы развить свои разговорные навыки. В ходе нашей экспериментальной работы выяснилось, что именно устное и письменное выражение мыслей с точки зрения персонажей позволяет почувствовать взгляды представителей разных культур. Считается эффективным применение данного метода в процессе обучения, особенно при освоении таких тем, как «Вербальное и невербальное общение», «Культурные

стандарты и стереотипы», «Межкультурные недопонимания». Целевой группой при применении метода являются студенты, взрослые, самостоятельно изучающие язык, и целесообразно, чтобы их языковой уровень был не ниже уровня B1 общеевропейской языковой компетенции (также зависит от уровня сложности языка фильма).

Степень развитости речевых артикуляционных способностей студентов определены такими методами, как **беседа, вопрос-ответ, игры**. С помощью этих методов оценивалось их умение правильно произносить слова, устное повествование, быстрота разговорной речи путем устного декламирования скороговорок и небольших эпических произведений с быстротой и интонацией.

В педагогической экспериментальной работе исследования были применены выделенные С.С.Кашлевым следующие рефексивные техники: дидактические игры «Шесть шляп для мышления», «Все зависит от меня», «Контроль», «Продолжите обсуждение», «Небольшой опрос», «Дерево настроения», «Голодный или сытый»; упражнения «Согласен-не согласен», «Кто это?», «Подготовительная таблица», «Если бы я был таким», «Завершите дебаты», «Комплимент», «Что я хочу знать», «Рефлексивное нацеливание», «Рефлексивное слушание».

Ниже мы рассмотрим некоторые из этих техник.

Рефлескивное техническое упражнение **"Все зависит от меня"**.

Цель: формировать у участников навыки межкультурного общения путем формирования рефлексивных навыков личного и самоуправления.

Порядок выполнения упражнения. К доске прикрепляется плакат с изображением дерева с пятью ветвями. Каждая ветвь имеет следующее название:

1. «Я хотел бы узнать другие культуры».

2. «Мне дали четкие инструкции».

3. «Мне трудно изучать другую культуру».

4. «Психологическая среда – как я себя чувствую».

5. «Мне этого недостаточно, чтобы что-то сделать. Что может помешать...».

Участники берут по листу бумаги с каждой ветки, записывают свои ответы на эти вопросы и кладут их в коробку. Затем листы раскладываются в каждой ветке по порядку номеров и всем участникам дается время ознакомиться с ответами друг друга. После знакомства все участники смогут высказать свое мнение.

Обсуждаются результаты работы и делаются общие выводы. Целесообразно обеспечить активное участие членов кружка в формировании общих выводов.

Рефлескивное техническое упражнение **"Контроль"**.

Цель упражнения: Формировать коммуникативные навыки участников путем изучения иностранных культур посредством проверки знаний, развития межличностных отношений, уточнения ответов, формирования образа их личного «Я».

Требования к упражнению: оптимальное количество участников – 20-25 человек.

Порядок выполнения упражнения. Сначала даются следующие указания: стороны должны стараться дать положительные ответы на поставленные вопросы и задачи. Теперь все участники делятся на две группы: первая группа - "Задающие вопросы - учителя", вторая группа- "Дающие ответы - студенты". При этом первая группа готовит интересующие их вопросы и передает их второй группе. Содержание вопросов может быть на разные темы. Затем слушается ответ. Критерии оценки ответов на вопросы следующие: полные, неполные, правильные, неправильные, ответы ясные или неясные, ответы содержат грубые или нецензурные слова. После оценки данных ответов участникам предлагается поменяться местами. Упражнение продолжается таким образом.

В процессе оценки основное внимание должно быть уделено не личности участников, но оценке содержанию их ответов и расширению круга друзей.

В ходе педагогической экспериментальной работы были определены следующие критерии развития речевых способностей студентов посредством межкультурных технологий:

1)   уровень знания необходимых грамматических норм русского языка;

2)   уровень сформированности артикуляционных способностей устной речи студентов;

3)   уровень сформированности умений письменной речи студентов;

4)   сформированность у учащихся навыков составления рассказа.

Педагогическая экспериментальная работа была организована с целью подтверждения правильности научной гипотезы, выдвинутой в исследовании, и проводилась на основе принципов, изложенных в педагогическом исследовании. Проведены результаты педагогических экспериментов и их математико-статистический анализ.

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OVERVIEW OF THE SIGNIFICANCE OF MATHEMATICS IN VARIOUS FIELDS

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Here's an overview of its significance in various domains:

1. Science and Engineering: Mathematics serves as the language of science, providing essential tools for modeling physical phenomena, analyzing data, and formulating scientific theories. In engineering, mathematical principles underpin the design and optimization of structures, systems, and technologies.

2. Technology and Innovation: Mathematics plays a crucial role in the development of technology, powering advancements in fields such as computer science, artificial intelligence, cryptography, and telecommunications. Algorithms, data structures, and computational methods are all rooted in mathematical principles.

3. Finance and Economics: Mathematics is fundamental to understanding and modeling economic systems, financial markets, and risk management. Concepts such as calculus, probability theory, and differential equations are essential for analyzing economic trends, pricing derivatives, and optimizing investment strategies.

4. Healthcare and Medicine: Mathematics enables the analysis of biological systems, medical imaging, and the modeling of disease spread. Techniques like statistics, differential equations, and optimization are used in epidemiology, pharmacokinetics, genomics, and medical diagnostics.

5. Social Sciences: Mathematics provides tools for analyzing social phenomena, including population dynamics, game theory, network theory, and econometrics. Statistical methods help researchers draw meaningful conclusions from social data and test hypotheses in fields like sociology, psychology, and political science.

6. Education and Research: Mathematics education fosters critical thinking, problem-solving skills, and logical reasoning abilities that are valuable across all disciplines. In research, mathematics provides the foundation for developing new theories, models, and methodologies across various academic fields.

7. Policy and Decision Making: Mathematics informs evidence-based policy-making and decision-making processes in government, business, and public organizations. Mathematical modeling and simulation help policymakers understand complex systems, evaluate potential outcomes, and design effective strategies.

Conclusion.

Overall, mathematics serves as a unifying framework that underlies progress and innovation in virtually every aspect of human endeavor. Its significance lies in its ability to provide rigorous methods for understanding the world, solving practical problems, and advancing knowledge and technology.

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VOLEYBOL SPORT TURI ORQALI O'QUVCHILARNING JISMONIY SIFATLARINI RIVOJLANTIRISHDA TAKOMILLASHTIRISHNI TASHKIL ETILISH.

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Annotatsiya: Mazkur maqolada voleybol o'yini orqali o'quvchilarning jismoniy sifatalrini rivojlantirishni takomillashtirishni tashkil etish holati tahlil etilgan.

Kalit so'zlar: Jismoniy tarbiya, sport, tezkorlik, texnika, voleybol, ta'lim-tarbiya, taktika, jismoniy sifatlar.

Voleybol sport turi orqali o'quvchilarning jismoniy sifatlarini rivojlantirishni takomillashtirish yuzasidan tashkil etilgan tajriba-sinov ishlarida quyidagi masalalarga amaliy yechim topish asosiy vazifalar sifatida belgilandi.

1) tajriba-sinov ishlarining maqsad va vazifalarini to'g'ri belgilash;

2) tajriba-sinov ishlarining mazmunini belgilashda didaktik materiallar tayyorlash, ularni sinovdan oʻtkazishning maqbul mexanizimlarini ishlab chiqish;

3) tajriba ishlariga jalb etilgan oʻquvchilar bilan amalga oshirilgan metodik ishlarning taʼlim amaliyotida foydalanish samaradorligini belgilash;

4) tajriba-sinov ishlari natijalarini tahlil etishda yoʻl qoʻyilgan xatoliklarga oʻz vaqtida tajriba-sinov dasturiga oʻzgartirish kiritib borish orqali yuqori samaradorlikka erishish.

Voleybol mashgʻulotlari vositasida oʻquvchilarning jismoniy sifatlarini takomillashtirishda taʼlimiy jarayon, ilmiy asoslangan oʻquv materiallari boʻyicha maxsus ishlab chiqilgan metodika doirasida amalga oshirildi.

Tajriba-sinov ishlari bosqichma-bosqich tartibda, bir necha voleybol mashgʻulotlari jarayonida turli xil tamoyil va usullardan foydalanilgan holda olib borildi. Jumladan, voleybol mashgʻulotlarida oʻquvchilar tomonidan bajarilayotgan texnik-taktik harakat elementlari tarkibidagi jismoniy sifat mazmundagi harakatlarning talab darajasida bajarib borilishi, erishilgan natijalarni bosqichma- bosqich qiyosiy oʻrganish natijalari nazorat qilib borildi. Bu esa ularga ijobiy taʼsir etishi bilan tahliliy natijalari qiyosiy oʻrganildi.

Tadqiqotning yakunida voleybol mashgʻulotlari vositasida oʻquvchilarning jismoniy sifatlarini takomillashishida oʻsish darajalarining dinamikasi koʻrsatildi. Shuningdek, tajriba-sinov ishlarida ilgari surilayotgan ilmiy farazlarning toʻgʻriligi aniqlab berildi, lozim boʻlgan vazifalarga ularga mos oʻzgartirishlar kiritib borildi.

Maktab jismoniy tarbiyasida tajriba-sinov ishlari uch bosqichda, yaʼni aniqlovchi, shakllantiruvchi hamda yakunlovchi tajriba-sinov ishlari bosqichlarida amalga oshirildi.

Tadqiqotning aniqlovchi bosqichida belgilangan maqsad va vazifalarga koʻra, voleybol darslarida oʻquvchilar jismoniy sifatlari shakllanganlik darajasining mavjud holati, bu borada amalga oshirilayotgan ishlarning mazmuni oʻrganildi. Tadqiqotning tajriba-sinov ishlarini aniqlovchi bosqichida quyidagi vazifalari belgilandi:

- jismoniy mashqlarni bajarish tartiblari, ulardagi axloqiy mazmunni bilish darajalarini aniqlash;

- voleybol darslarida oʻquvchilarning jismoniy sifatlari shakllanganlik koʻrsatkichlarini mashqlar yordamida aniqlash;

- jismoniy sifatlarni takomillashtirish borasidagi mavjud yutuq va kamchiliklarning koʻlami va mazmunini aniqlash.

Aniqlovchi tajriba-sinov ishlari jarayonida nazariy-metodik mazmundagi quyidagi ishlar amalga oshirildi:

- tadqiqot muammosi boʻyicha pedagogik-psixologik va metodik adabiyotlar tahlil qilindi;

- voleybol darslari jarayoni kuzatildi;

- oʻqituvchilar va oʻquvchilar bilan suhbatlar oʻtkazildi;

- ilgʻor pedagogik tajribalarni oʻrganish orqali oʻqituvchilar hamda oʻquvchilar

uchun anketa va test savollarini tuzib chiqildi.

Olingan natijalar asosida aniqlangan xulosalardan kelib chiqqan holda voleybol darslarida o'quvchilarning jismoniy sifatlarini tarbiyalash samaradorligi aniqlashtirildi va umumiy xulosalar chiqarildi.

Tadqiqotning shakllantiruvchi bosqichida o'quv dasturiga muvofiq va davlat ta'lim standarti talablariga amal qilgan holda tajriba-sinov ishlari olib borildi. Shuningdek, bu jarayonda voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini shakllantirishning didaktik imkoniyatlarini o'rganish va mazkur jarayonga zamonaviy usullarni tatbiq etish bo'yicha ilmiy-metodik tavsiyalar, dars ishlanmalarining yaxlit metodikasi ishlab chiqildi hamda amaliyotda sinab ko'rildi. Shu tariqa shakllantiruvchi tajriba-sinov ishlarini o'tkazishda quyidagi metod hamda usullardan foydalanildi: "og'zaki tushuntirish", "plakatlardan foydalanish", "amalda ko'rsatib berish" va hokazo tarzidagi an'anaviy, "o'z-o'zini boshqarish", "mustaqil fikrlash" va b.q. singari noan'aviy hamda "Muammoli o'qitish", "Zanjir", "To'p nuqtaga " va h.k kabi interfaol usullar qodlanildi.

- shakllantiruvchi tajriba-sinovda aniqlangan kamchiliklarni bartaraf etishning usul, shakl va vositalari aniqlandi;

- voleybol mashg'ulotlarida o'quvchilar jismoniy sifatlarini shakllantirishning bir butun mazmuni hamda metodikasi o'rganildi va takomillashtirildi;

- voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini shakllantirish orqali ularda nazariy bilim, amaliy ko'nikma va malakalarni rivojlantirish vositasida dars samaradorligini oshirish yo'llari belgilandi.

Yakunlovchi tajriba-sinov ishlarida voleybol mashg'ulotlarida o'quvchilar jismoniy sifatlarining tarbiyalanganlik darajasini aniqlash nazarda tutildi. Tadqiqotning bu jarayonida tajribada sinab ko'rilgan ilmiy-metodik tavsiyalarning yutuq va kamchiliklarini aniqlash, ularni takomillashtirish yo'llarini belgilash borasida maqsadli ishlar olib borildi. O'tkazilgan barcha tajriba-sinov ishlarining matematik statistikadagi Styudent-Fisher, Neyman va pirson mezonlari bo'yicha umumiy tahlillar ishlab chiqildi va ularning o'rtasidagi ishonchli farqlar aniqlandi.

Yakunlovchi tajriba-sinov ishlari yuzasidan umumiy tahlillar shakllantirilib, unda aniqlovchi, shakllantiruvchi va yakunlovchi tajriba-sinov ishlari natijalari taqqoslandi va dars samaradorligini oshirishda qodlanilgan metod, usul hamda yangi pedagogik texnologiyalardan foydalanishning muhim jihatlari aniqlandi.

Tajriba-sinov ishlari jarayonida voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini tarbiyalashga qo'yilgan topshiriqlarni bajarish vaqtida o'quvchilarning xatti-harakatlari, munosabatlari, qiziqishlari kuzatildi. Kuzatish natijalari shuni ko'rsatdiki, ularning nazariy bilim va amaliy ko'nikmalarni egallashlarida qo'llanilgan yangi metod hamda usullardan foydalanish o'ziga xos o'rin tutdi. Dars jarayonida bajarilayotgan va o'qituvchi tomonidan qo'yilgan talab asosida takroriy o'tkazilishi o'quvchilarning faolligi va qiziqishlarini oshirdi. Chunki mazkur harakatlar o'quvchilarning yoshi hamda

fiziologik imkoniyatlariga mos bo'lganligi uchun ular jarayonga to'g'ri yondasha boshladilar. Muhimi, ularning o'quvchilarni barkamol shaxs sifatida shakllantirishdagi o'rni ta'limiy va tarbiyaviy ahamiyatiga ko'ra obrazli tarzda tushuntirib berib borildi.

Voleybol mashg'ulotlarida o'quvchilar jismoniy sifatlarining rivojlanganlik darajasiga e'tibor qaratilib, amaliy mashg'ulotlar bilan bir vaqtda nazariy bilimlar ham berib borildi. Tajriba-sinov ishlari jarayonida voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini shakllantirish borasidagi bilimlarni egallayotganliklari, shuningdek, jismoniy sifatlarni shakllantirishning ahamiyatini qay darajada yaxshi anglayotganliklari alohida kuzatildi.

Voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini tarbiyalashdagi ta'limiy-tarbiyaviy ta'sir etish usullaridan biri jismoniy mashqlar va jismoniy harakatlar mazmunidagi harakat chostatasi dinamikasini takrorlashdir. Mazkur dinamika o'quvchilarda amaliy ko'nikma va malaka sifatida shakllangunga qadar qo'llanildi.

O'tkazilgan tajriba-sinov ishlari jarayonida qo'llanilgan metodik tavsiyalar boshlang'ich voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini tarbiyalash natijasida jismoniy tarbiya o'qituvchisida tadqiq etilayotgan masala yuzasidan nazariy bilim va amaliy ko'nikmalar shakllantirildi hamda ularning ixtisosliklari bo'yicha pedagogik faoliyatga tayyorligi yaxshilandi. Tajriba-sinov ishlari jarayonida aniqlangan kamchiliklar vaqtida tuzatib borildi hamda mashg'ulotlar uzluksiz tashkil etildi.

Xulosalar

Olib borilgan kuzatishlar, qilingan ilmiy tahlillar jismoniy tarbiya darslarida o'quvchilarni voleybol mashg'ulotlari vositasida jismoniy sifatlarini tarbiyalashga yo'naltirish uchun tavsiya etilgan dars mashg'ulotlari majmuasini taklif etish imkonini berdi.

Voleybol mashg'ulotlarida o'quvchilarning jismoniy sifatlarini shakllantirishga yo'nalgan ta'lim o'quv mashg'ulotlarida o'quvchilarga harakat texnikalarini anglash va bu borada nazariy bilim doirasini kengaytirish, differensiallovchi tafakkurni shakllantirish, bilish ehtiyojlarni rivojlantirish imkonini beradi.

O'quvchilar bilan olib boriladigan voleybol mashg'ulotlari jarayonida yuzaga keladigan qiyinchiliklarni bartaraf etish, o'rganilayotgan texnik-taktik harakatlarni takomillashtirishni ta'minlaydigan psixologik -pedagogik jihatdan to'g'ri amalga oshirish tizimini aniqlash imkonini berdi.

O'tkazilgan pedagogik tajriba-sinov ishlari natijalari nafaqat voleybol mashg'ulotlarida, balki jismoniy tarbiyaning boshqa bo'limlarida ham ilmiy- nazariy jihatdan to'g'ri yondashuv va ta'lim sifatini oshirishga xizmat qiluvchi omil ekanligini ko'rsatadi.

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МЕЖДОМЕТИЕ КАК ОБЪЕКТ ЛИНГВИСТИЧЕСКОГО ОПИСАНИЯ

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Аннотация: в статье на основе анализа структурной и семантической природы междометия определены принципы его комплексного описания.

Раскрыты как грамматический статус и категориальное значение междометия, так его коммуникативно-грамматические функции.

Представлена важность экспрессивной, перформативной характеристик междометия.

Ключевые слова: экспрессивность, номинативность, перформативность междометных единиц, план выражения, содержание междометий, слово-жест, субъективное время.

В последнее время активизировался исследовательский интерес к междометиям как самостоятельному объекту лингвистического описания.

Самым распространённым у лингвистов является взгляд на междометия как на особую часть речи, которая не является ни знаменательной ,ни служебной и отличается от знаменательных частей речи отсутствием номинативного значения, а от служебных тем, что междометиям не свойственна связующая функция.

Значение междометия как части речи заключается в выражении чувств и ощущений, оценок, волеизъявлений, призывов, этикетных установлений и т.п.

Ср.: междометия служат «для нерасчленённого выражения чувств, ощущений, душевных состояний и других (часто непроизвольных) эмоциональных и эмоционально-волевых реакций на окружающую действительность».

План содержания междометий связан с представлением сценария действий или хода дискурса. С произнесением междометия возникает не образ, а все известные говорящему/слушающему способы(сценарии) действия и поведения, ведения дискурса.

Чем неоформленнее высказывание (при помощи сочетания звуков, интонации, жестов), тем больше фреймов (типовых ситуаций) оно предполагает, например: *Ой!* – «мне страшно», «я испытываю неловкость», «мне жалко» и т.д. И лишь контекст /конситуация проясняет конкретный смысл высказывания.

Междометия-это, в основном, проявления живой разговорной речи, которая возникает непосредственно и мгновенно, её отличают такие признаки, как «сильная опора на внеязыковую ситуацию, приводящая к тому, что внеязыковая ситуация становится составной частью акта коммуникации, использование невербальных средств коммуникации(взгляд собеседников, жесты ,мимика) устная форма как основная форма реализации». Поэтому естественно, что именно в разговорной речи зарождается такое явление, как слово-жест, слово-действие.

В письменной речи (преимущественно художественной) междометие действует в авторском времени текста. Говорящий (автор междометия) постоянно находится в точке времени «я-сейчас» по отношению к нарративному времени «я-тогда» или «он, они-сейчас, тогда», обеспечивая эффект присутствия слушающего при моменте порождения междометия.

Общая синтаксическая характеристика междометий, таким образом, заключается в их фразовой самостоятельности, которая отличает эти единицы и от служебных, и от самостоятельных частей речи: они «употребляются вне связи с другими словами. Например: *В общем, я тут **м-м-м***…*как бы это сказать-не соврать…**вот чёрт**…короче, ухожу* (из разговора).

Фразовая самостоятельность междометий сопряжена с их интонационной оформленностью.

Звукоподрожания, как и междометия других типов, часто вводятся в сообщение при помощи глагола, выполняющего функцию толкования их семантически; это особенно заметно в письменном тексте, ср.: «*ТА-та-та!»* - ***строчил*** *пулемёт; «Он бац !- **стукнул** его и побежал»*.

Глагольные междометия дублируются реже, а редуцированные междометные глаголы обладают информативной достаточностью. Звукоподражания, как и остальные междометия, как правило, предваряют (или заключают) представление в

тексте, они обнаруживая перформативные свойства, показывают, что действие происходит буквально в момент порождения речи. Глагольные междометия (глаголы мгновенного действия) отображают степень энергичности(интенсивность) действия, которое осуществляется в данный конкретный момент. Эта сиюминутность и роднит их с эмоционально-оценочными междометиями и звукоподражаниями.

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DEEP LOOK TO THE HISTORY OF MATHEMATICS

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Introduction. Mathematics**,** the science of structure, order, and relation that has evolved from elemental practices of counting, measuring, and describing the shapes of objects. It deals with logical reasoning and quantitative calculation, and its development has involved an increasing degree of idealization and abstraction of its subject matter. Since the 17th century, mathematics has been an indispensable adjunct to the physical sciences and technology, and in more recent times it has assumed a similar role in the quantitative aspects of the life sciences.

The main part. In many cultures—under the stimulus of the needs of practical pursuits, such as commerce and agriculture—mathematics has developed far beyond basic counting. This growth has been greatest in societies complex enough to sustain these activities and to provide leisure for contemplation and the opportunity to build on the achievements of earlier mathematicians.

All mathematical systems (for example, Euclidean geometry) are combinations of sets of axioms and of theorems that can be logically deduced from the axioms. Inquiries into the logical and philosophical basis of mathematics reduce to questions of whether the axioms of a given system ensure its completeness and its consistency. For full treatment of this aspect, *see* mathematics, foundations.

This article offers a history of mathematics from ancient times to the present. As a consequence of the exponential growth of science, most mathematics has developed since

the 15th century CE, and it is a historical fact that, from the 15th century to the late 20th century, new developments in mathematics were largely concentrated in Europe and North America. For these reasons, the bulk of this article is devoted to European developments since 1500.

This does not mean, however, that developments elsewhere have been unimportant. Indeed, to understand the history of mathematics in Europe, it is necessary to know its history at least in ancient Mesopotamia and Egypt, in ancient Greece, and in Islamic civilization from the 9th to the 15th century. The way in which these civilizations influenced one another and the important direct contributions Greece and Islam made to later developments are discussed in the first parts of this article.

India's contributions to the development of contemporary mathematics were made through the considerable influence of Indian achievements on Islamic mathematics during its formative years. A separate article, South Asian mathematics, focuses on the early history of mathematics in the Indian subcontinent and the development there of the modern decimal place-value numeral system. The article East Asian mathematics covers the mostly independent development of mathematics in China, Japan, Korea, and Vietnam.

Ancient mathematical sources

It is important to be aware of the character of the sources for the study of the history of mathematics. The history of Mesopotamian and Egyptian mathematics is based on the extant original documents written by scribes. Although in the case of Egypt these documents are few, they are all of a type and leave little doubt that Egyptian mathematics was, on the whole, elementary and profoundly practical in its orientation. For Mesopotamian mathematics, on the other hand, there are a large number of clay tablets, which reveal mathematical achievements of a much higher order than those of the Egyptians. The tablets indicate that the Mesopotamians had a great deal of remarkable mathematical knowledge, although they offer no evidence that this knowledge was organized into a deductive system. Future research may reveal more about the early development of mathematics in Mesopotamia or about its influence on Greek mathematics, but it seems likely that this picture of Mesopotamian mathematics will stand.

From the period before Alexander the Great, no Greek mathematical documents have been preserved except for fragmentary paraphrases, and, even for the subsequent period, it is well to remember that the oldest copies of Euclid's *Elements* are in Byzantine manuscripts dating from the 10th century CE. This stands in complete contrast to the situation described above for Egyptian and Babylonian documents. Although, in general outline, the present account of Greek mathematics is secure, in such important matters as the origin of the axiomatic method, the pre-Euclidean theory of ratios, and the discovery of the conic sections, historians have given competing accounts based on fragmentary texts, quotations of early writings culled from nonmathematical sources, and a considerable amount of conjecture.

Many important <u>treatises</u> from the early period of Islamic mathematics have not survived or have survived only in Latin translations, so that there are still many unanswered questions about the relationship between early Islamic mathematics and the mathematics of Greece and India. In addition, the amount of surviving material from later centuries is so large in comparison with that which has been studied that it is not yet possible to offer any sure judgment of what later Islamic mathematics did not contain, and therefore it is not yet possible to evaluate with any <u>assurance</u> what was original in European mathematics from the 11th to the 15th century.

In modern times the invention of printing has largely solved the problem of obtaining secure texts and has allowed historians of mathematics to concentrate their editorial efforts on the correspondence or the unpublished works of mathematicians. However, the exponential growth of mathematics means that, for the period from the 19th century on, historians are able to treat only the major figures in any detail. In addition, there is, as the period gets nearer the present, the problem of perspective. Mathematics, like any other human activity, has its fashions, and the nearer one is to a given period, the more likely these fashions will look like the wave of the future. For this reason, the present article makes no attempt to assess the most recent developments in the subject.

Mathematics in ancient <u>Mesopotamia</u>

Until the 1920s it was commonly supposed that mathematics had its birth among the ancient Greeks. What was known of earlier traditions, such as the Egyptian as represented by the <u>Rhind papyrus</u> (edited for the first time only in 1877), offered at best a meagre precedent. This impression gave way to a very different view as historians succeeded in deciphering and interpreting the technical materials from ancient Mesopotamia.

Owing to the durability of the Mesopotamian scribes' clay tablets, the surviving evidence of this <u>culture</u> is substantial. Existing specimens of mathematics represent all the major eras—the <u>Sumerian</u> kingdoms of the 3rd millennium BCE, the <u>Akkadian</u> and <u>Babylonian</u> regimes (2nd millennium), and the empires of the <u>Assyrians</u> (early 1st millennium), <u>Persians</u> (6th through 4th century BCE), and Greeks (3rd century BCE to 1st century CE). The level of competence was already high as early as the <u>Old Babylonian</u> <u>dynasty</u>, the time of the lawgiver-king <u>Hammurabi</u> (*c.* 18th century BCE), but after that there were few notable advances. The application of mathematics to <u>astronomy</u>, however, flourished during the Persian and <u>Seleucid</u> (Greek) periods.

The <u>numeral system</u> and arithmetic operations

Unlike the Egyptians, the mathematicians of the Old Babylonian period went far beyond the immediate challenges of their official accounting duties. For example, they introduced a versatile numeral system, which, like the modern system, exploited the notion of place value, and they developed computational methods that took advantage of this means of expressing numbers; they solved linear and quadratic problems by methods much like

those now used in <u>algebra</u>; their success with the study of what are now called Pythagorean number triples was a remarkable feat in <u>number theory</u>. The scribes who made such discoveries must have believed mathematics to be worthy of study in its own right, not just as a practical tool.

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