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Kazakova S.E. Quroqchilik sa'anatining hozirgi kundagi tarixiy ahamiyati	105
Mamadaliyeva M.M. Pedagogik qonuniyatlar, pedagogik jarayon va uning tizimi - pedagogik texnologiyaning asosi	107
Maxmudova D.M. Bo'lajak maktabgacha ta'lim pedagoglarini kreativ qobiliyatlarini rivojlantirish mexanizimi	111
Mirzayev A.K. Tibbiyot oliy ta'lim muassasalarida bo'lajak shufokorlarga travmatologiya fanini o'qitishda foydalaniladigan texnologiya	114
Murtazayeva N.K. Tibbiyot oliy ta'lim muassasalarida tibbiy biokimyo fani o'qituvchilarining kasbiy ko'nikmalarini rivojlantirish genezisi	117
Naimova D.K. Talabalarning ingliz tilida multimadaniy kompetensiyasini takomillashtirishda kommunikativ interferensiya	119
Negmatov B.M. Sharq allomalarining ta'lim-tarbiya haqidagi qarashlari	122
Nurmatov R.A. Texnologiya fani o'qituvchilarini raqamli texnologiyalar asosida malaka-ko'nikmalarini rivojlantirish usullari	126
Nurmatova N.X. Interaction patterns in teaching ESP	128
Qurbonov P.Z. O'quvchilarni kasb hunar tanlash kompetensiyalarini fanlararo integratsiya asosida shakllantirish	131
Shomirzayeva N.Sh. Boshlang'ich sinf darslarida shaxsga yo'naltirilgan ta'limiy faoliyatini shakllantirish texnologiyasi	134
Shukurova M.A. The importance of language proficiency in educational contexts	138
Shukurullayev O.A. Maktabgacha katta yoshdagi bolalarda tejamkorlik tushunchalarini shakllantirish	141
Xayrullayeva G.F. Akademik maqsadlar uchun ingliz tilida konseptual metafora nazariyasining roli	143
Yuldashev U. O'zbekiston-Finlandiya pedagogika institutining O'zbekiston ta'lim tizimida Finlandiya tajribasi joriy qilinishida tutgan o'rni	146
Yusupova M.A., Jumanova F.B. Innovative methods for teaching English to history teaching methodology students through translanguaging	149
Yusupova N.S., Abdullayev D.M., Zulunova M.E. Muhandislik va kompyuter grafikasi fanidan mustaqil ta'lim mashg'ulotlarini tashkillash	151
Абдуалиева Д.Р. Эффективные и интерактивные образовательные технологии, и методики при обучении русскому языку	154
Азимбегова С.Н. Олий тиббий таълим муассасаларида эндокренология фанини ўқитишда компетентликга асосланган ёндориш асосида ўқитиш	157
Аликулова Ф.У. Методика повышения читательской компетентности будущих учителей английского языка	159
Суюнова З.Ш. Исследование анализа способов преодоления учебной неуспешности учащихся	162
Урунова Ф.Х. Влияние мотивации на развитие критического мышления в начальных классах	164
Холдоров Ч.Х. Изучение современных методов обучения на уроках русского языка	168

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INNOVATIVE METHODS FOR TEACHING ENGLISH TO HISTORY TEACHING METHODOLOGY STUDENTS THROUGH TRANSLANGUAGING

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Annotatsiya. Ushbu maqolada biz tarix talabalariga ingliz tilini translanguaging orqali o'rgatishning qiziqarli usullarini muhokama qilamiz. Ushbu maqola ingliz tilini o'rganishda tarix talabalari duch keladigan muammolarni hal qilishga qaratilgan va tarjima tili tarixiy mavzularni tushunishlarini yaxshilash va ularning til qobiliyatini yaxshilashga baho beradi. Aralash metodli yondashuv qabul qilindi, jumladan, so'rovlar suhbatlari va tarix fani bakalavriat talabalari ishtirokidagi sinfda kuzatishlar.

Kalit so'zlar: translanguaging, til o'rganish, interaktiv usullar, ikki tilli ta'lim, oldingi va keyingi testlar, tilni o'zlashtirish, madaniy o'ziga xoslik, pedagogik strategiyalar, tarixiy tushunish.

Аннотация. В этой статье мы обсуждаем методов вовлечения для обучения английскому языку студентов-историков с помощью транслингвизма. В этой статье основное внимание уделяется решению проблем, с которыми сталкиваются студенты-историки при изучении английского языка, и оценивается, как транслингвизм может улучшить их понимание исторических тем, одновременно улучшая их языковые способности. Был принят смешанный подход, включающий опросы, интервью и наблюдения в классе с участием студентов-историков.

Ключевые слова: транслингвизм, изучение языка, интерактивные методы, двуязычное образование, предварительные и последующие тесты, усвоение языка, культурная идентичность, педагогические стратегии, историческое понимание.

Abstract. In this article, we discuss the engaging methods for teaching English to history students through translanguaging. This article focuses on addressing the challenges history students face when learning English and evaluates how translanguaging can enhance their understanding of historical topics while improving their language ability. A mixed-methods approach was adopted, including surveys interviews, and classroom observations involving undergraduate history students.

Keywords: translanguaging, language learning, interactive methods, bilingual education, pre- and post tests, language acquisition, cultural identity, pedagogical strategies, historical comprehension.

Introduction. Translanguaging is a teaching strategy in which students are encouraged to use their own language in learning a particular language. Translanguaging, a pedagogical approach that allows students to use both their first language (L1) and the target language (L2) in the learning process, has emerged as an effective strategy in language education (García & Wei, 2014). This approach not only facilitates language acquisition but also supports cognitive development and cultural identity formation (Creese & Blackledge, 2010). The concept of translanguaging was first used in 1994 by Welsh teacher Gene Williams, who refers to the practice of alternating between English and Welsh in language classes. Williams tells her students to use their full knowledge of both languages to deepen their knowledge of both languages. Baker (2011) was the first to translate this term into English, defining it as the knowledge accumulated through creating, experiencing, understanding, and using two languages' (Baker, 2011:288). In today's globalized world, proficiency in English is increasingly important for students across various fields of study, including history. However, history students often encounter challenges when learning English due to the complex nature of the language, specialized historical terminology, and the academic requirements of

interpreting historical texts (Garcia & Wei, 2014). Traditional methods of English language teaching often fail to address these challenges, necessitating the use of more dynamic and inclusive pedagogical approaches.

Literature review. In revealing the researched topic, we read Creese, A., & Blackledge, A. (2010). *Translanguaging in the bilingual classroom: A pedagogy for learning and teaching*, Vogel, A., & García, O. (2016). *Language diversity in the classroom: The role of translanguaging in bilingual history education*. Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism. Multilingual Matters*. These literatures contain important information on the topic and served as an important factor in revealing the topic under investigation.

Research Methodology. The purpose of this study is to find out how translanguaging affects history students' English language learning. A mixed-methods strategy will be used to do this, including both qualitative and quantitative research techniques. This approach enables a thorough examination of the efficacy of translanguaging as a teaching method, including insights into participant experiences as well as quantitative data.

This study will compare two groups of history students using a quasi-experimental design: one group will employ translanguaging strategies, while the other group will keep to traditional language teaching practices. This design will assist in evaluating how students' language skills and comprehension of historical material differed before and after the intervention. Translanguaging, which encourages pupils to use both their native language and English to help them understand historical topics, will be used to teach the experimental group. Conversely, the control group will get instruction in the conventional manner without any specific encouragement to speak in their mother tongue. The goal is to assess how translanguaging affects historical comprehension and language acquisition. To ensure a comprehensive understanding of the research topic, data for this study will be gathered using both quantitative and qualitative methods. Pre- and Post-tests: Pre-tests will measure students' baseline knowledge and skills in both history and English, while the post-test will measure any improvements following the intervention. This will allow researchers to evaluate the effect of translanguaging on students' language proficiency and historical knowledge. The project will incorporate interactive games like Pictionary, which pushes students to sketch and guess historical phrases in English, and the Historical Timeline Game, which allows students to plot historical events on a timeline using both languages, to improve engagement and reinforce language acquisition. Using translanguaging, word association games and role-playing exercises can help students practice historical vocabulary and topics even more. Students will be able to practice both their target language and their historical knowledge by playing these games, which will provide them the chance to interact with historical material in a more dynamic and language-rich setting.

Analysis and results. To evaluate the efficacy of translanguaging in teaching English to history students, this study will examine data collected through surveys, pre- and post-tests, classroom observations, and interviews. The two primary facets of the analysis will be the pupils' linguistic skills and their comprehension of historical material.

To find out if there have been any notable gains in the students' English language proficiency, particularly in vocabulary acquisition, grammatical comprehension, and general communication skills, the pre- and post-test results will be examined. These assessments will evaluate students' comprehension of the language concepts they are learning as well as their proficiency using English in historical situations. To evaluate the effect of translanguaging, the experimental and control groups' results will be compared using the paired t-test. More information on the efficacy of translanguaging will be revealed by comparing the experimental and control groups. While the control group will be tested using conventional language-learning techniques, the experimental group will be evaluated on how well they can debate and analyze historical issues in both English and their native tongue. The study is to compare the data in order to show whether translanguaging improves historical comprehension and language competency more successfully than traditional methods. In general, this information will support the notion that using both languages might enhance students' language proficiency and historical knowledge, assisting in determining whether translanguaging is a useful technique for teaching history in English.

Conclusion. This study emphasizes how important translanguaging is when instructing history students in English. Translanguaging acts as a bridge to support both language acquisition and a deeper understanding of historical material by utilizing both the students' first language (L1) and the target language (English). According to the results, students can actively participate in the learning process by utilizing translanguaging techniques like code-switching, bilingual resources, and group projects. This boosts their confidence and proficiency in using English in academic and historical contexts. In summary, translanguaging is a transformative pedagogical technique that prepares students for a multilingual and multicultural world by empowering them to traverse between languages and cultures. It is not only a language teaching method.

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MUHANDISLIK VA KOMPYUTER GRAFIKASI FANIDAN MUSTAQIL TA'LIM MASHG'ULOTLARINI TASHKILLASH

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Annotatsiya. Oliy ta'limning o'qitish tizimi davlat ta'lim standartlaridan kelib chiqqan holda, eng asosiy ustuvor masala deb belgilangan. Hozirda jamiyatning texnik-texnologik jarayonlari tez rivojlanishi natijasida texnika sohasi tarkibiga tegishli bo'lgan ta'lim tizimi yanada muhim ahamiyat kasb etmoqda. Bu masalada albatta, talabalarda axborotlarning raqamli texnologiyalardan oqilona foydalanish va amaliy-ijodiy ko'nikma malakalarini shakllantirib borish muhim masala sanaladi. Shuning uchun talabaning mustaqil ta'lim mashg'ulotlarida, darsliklardan, internet ma'lumotlaridan va amaliy hamda nazariy bilim olishlaridan to'g'ri foydalanishlarida o'qituvchidan yuqori malaka talab qiladi. Mustaqil ta'limning talaba uchun ajratilgan soatini to'g'ri tashkillash, ularning bilim samaradorligini yuqori ko'rsatkichda shakllantirishga asos bo'ladi.

Kalit so'zlar: proeksiya tekisligi, nuqta, to'g'ri chiziq, tekislik, yordamchi tekislik, parallel tekislik, kesishuvchi to'g'ri chiziq.

Аннотация. Система преподавания высшего образования определена как основной приоритетный вопрос на основе государственных образовательных стандартов. В настоящее время в результате бурного развития технических и технологических процессов общества все большее значение приобретает система образования, относящаяся к структуре технической сферы. В этом вопросе важным вопросом считается рациональное использование цифровых информационных технологий и формирование практических и творческих навыков у студентов. Поэтому самостоятельная учебная деятельность студента, правильное использование учебников, информации Интернета, практических и теоретических знаний требуют от преподавателя высокой квалификации. Правильная организация часа самостоятельного обучения, отведенного студенту, является основой формирования эффективности его знаний в высоком темпе.

Ключевые слова: плоскость проекции, точка, прямая, плоскость, вспомогательная плоскость, параллельная плоскость, пересекающая прямая.

Abstract. The teaching system of higher education is defined as the main priority issue based on the state educational standards. Currently, as a result of the rapid development of the technical and technological processes of the society, the educational system, which belongs to the structure of the technical field, is becoming more important. In this matter, the rational use of digital information technologies and formation of practical and creative skills among students is considered an important