РОЛЬ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Материалы республиканской научно-практической конференции

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МИНИСТЕРСТВО ПО РАЗВИТИЮ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ И КОММУНИКАЦИЙ РЕСПУБЛИКИ УЗБЕКИСТАН
ТАШКЕНТСКИЙ УНИВЕРСИТЕТ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ ИМЕНИ МУХАММАДА АЛЬ – ХОРЕЗМИ

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Материалы конференции включают важность и актуальность информационно-коммуникационных технологий (ИКТ) в обучении иностранным языкам. Затронуты вопросы преподавания иностранных языков и пути их решения; формирование межкультурной и коммуникативной компетенций у студентов технических вузов в условиях многоуровневого подхода в обучении иностранным языкам; компетентностный подход обучения иностранного языка в профессиональной подготовке студентов нефилологического вуза; вопросы формирования терминосистемы в профессионально-ориентированном подходе в обучении иностранному языку.

КОЛЛЕГИЯ НЕ НЕСЕТ ОТВЕТСТВЕННОСТЬ ЗА ИНФОРМАЦИЮ, ПРЕДСТАВЛЕННУЮ В МАТЕРИАЛАХ КОНФЕРЕНЦИИ!

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ПРЕДИСЛОВИЕ

За последние годы в связи с активным внедрением информационно-коммуникационных технологий (ИКТ) произошли значительные изменения в методике преподавания иностранных языков. Наиболее актуальной задачей образования является формирование коммуникативной компетенции обучающихся. Использование ИКТ становится наиболее эффективным средством, способствующим расширению образовательного пространства современного образования, а также способность и готовность осуществлять межличностное и межкультурное общение с носителями языка. Широкое использование ИКТ открывает для преподавателя новые возможности в преподавании иностранного языка.

Целью конференции является обзор и обсуждение аналитических материалов и исследовательских работ, обеспечивающих теоретическую основу для развития иностранных языков с использованием мультимедийных технологий.

Опираясь на опыт ведущих учёных специалистов как отечественных, так и зарубежных, которые занимались данной проблемой, решили затронуть следующие вопросы, которые обсуждались по следующим направлениям:

Секция 1. Перспективы внедрения мультимедийных технологий в обучении иностранным языкам.

Секция 2. Роль мультимедийных технологий в повышении качества и безопасности образовательного процесса сегодня.

Секция 3. Современные подходы к формированию межкультурных и коммуникативных компетенций студентов нефилологического образования.

Секция 4. Методы и средства развития владения иностранным языком у студентов с ограниченными возможностями.

Более 90 авторов из различных высших образовательных учреждений республики приняли участие на конференции со своими тезисами и докладами. Активное участие приняли профессора-преподаватели из Университета Мировой Экономики и Дипломатии, Международной Исламской Академии Узбекистана, Университета Узбекского Языка и Литературы им. Алишера Навои, Узбекского Государственного Университета Мировых Языков, Ташкентского Университета Информационных Технологий имени Мухаммада аль-Хорезми (ТУИТ), региональных филиалов ТУИТ и многие другие учебные заведения республики.

По итогам конференции молодые учёные-исследователи, а также преподаватели иностранных языков могут воспользоваться рекомендациями и результатами исследований, представленных в настоящем сборнике материалов конференции.

Секция 1.
Перспективы внедрения мультимедийных технологий в обучении иностранным языкам.

THE EFFECT OF VERBAL AND NON-VERBAL CUES IN MULTIMEDIA

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Abstract-:This article represents the effects of verbal and non-verbal cues in multimedia and how they impact the audience. Social presence and various factors affecting it are also highlighted in this article. The national character of any nation is its language. As the language and culture are strongly intertwined, the meaning of one word may differ from culture to culture. The significance and role of verbal and non-verbal cues needs to be considered along with how the communication effectiveness through multimedia is related to these cues.

Verbal communication is considered as a major part of the communication, however the non-verbal cues are equally as important as the verbal cues during a conversation, and sometimes even more important. The body language, posture, gestures, eye contact and facial expressions are all an important part of the non-verbal communication. The web based information can be offered as simply text notes or perhaps as complicated full motion clips. It's currently widespread for organizations to obtain pretty advanced desktop computer systems that may include multimedia authoring and video compression application. This study focuses on the verbal and nor-verbal cues and how they impact the audience. Social presence and various factors affecting it are also incorporated in this study.

VERBAL AND NON-VERBAL CUES IN MULTIMEDIA

Multimedia is an important tool which is widely used in the industry. A positive attitude is created through the correct usage of non-verbal behaviors. However, across different types of media (multimedia instruction, live interactive television, and teleconferencing), these behaviors may differ. For instance, in different countries there are different proverbs and sayings which are commonly used. For instance, the sayings in Uzbek culture: good natured, hospitality, tactfulness; in English culture: nobility, conservatism, and in German culture: accuracy, order, attention. The key non-verbal behaviors in multimedia would be the responsive attitude such as increased eye contact, nods, and forward leans) towards feedback or questions.

Ricker & Hartsell, (1998) states, irrespective of the selected mode of communication, suitable presentation techniques and careful selection of content is required by effective delivery of message. The amalgamation of the video's audiovisual power and computer's interactive capabilities is encompassed in multimedia. As stated by Verhagen (1993), this combination can be used for effective communication with the right use of verbal and non-verbal cues.

According to Breed, (1971); Rosenkoetter, (1984); Lin & Creswell, (1989); & Arnold, (1990), when the effectiveness of both live and televised presentations is considered, one of the major factors is eye contact, as it assumes a vital role. As indicated by Merritt, (1984); Huddleston, (1985); & Huddleston, (1985), the persuasion, enthusiasm and perceived honesty of the presenter is positively correlated with the eye contact as far as persuasive presentations are considered, such as a political or commercial speech. According to a research, a video with high eye contact during a conversation with other people within the video was preferred by the viewers and considered more interactive, Koomen, Hooijkaas and Velthuijsen (1987). It was also discovered by Acker and Levitt

(1987), the degree of eye contact was also related with the degree of satisfaction amongst the participants.

Usually, multimedia includes full motion video of individuals presenting a session. Camera angle consequences are analyzed largely for their effect on the viewer's perception of a presenter. According to Wetzel, et al. (1994), the frequent assertions of film and video professionals stimulated this research and it was demonstrated that certain angles of camera suggest negative and positive attributes of people, and this way credibility of the characters in the video, is influenced. By an educational viewpoint, these effects are essential every time an on-screen presenter is utilized to convey information.

SOCIAL PRESENCE

The quality of the medium itself is referred to as the social presence. In addition to this, as stated by Short et al. (1976), the potential of different mediums to convey social presence may vary, and the interaction and reaction of individuals is determined through these variations. In order to comprehend the communication effectively, social presence plays an important role, Short et al. (1976). The purpose of interaction as well as its nature is affected by social presence because it influences the medium which the individual chooses in order to communicate.

According to Gunawardena, (1994), the social presence of the multimedia is perceived according to the medium's ability to transmit information about non-verbal cues, dress, posture, direction of looking, and facial expressions. Social presence is perceived as a cognitive synthesis of different elements which are included in a certain medium (Short et al., 1976, pp. 45-59):

1. Multi-Channel Communication

According to Birdwhistell (1970), in an attempt to evaluate the visual channel's functions, it is not recommended to only focus on cues such as proximity, eye-gaze, posture, etc. This way, the attention will be only on certain factors and the assessment about the functions of the channels may not be effective

2.Verbal Communication

The audio channel matters as much as the visual channel in the conveyance of non-verbal information. The audio channel includes pauses, tone, choice of words and emphasis on certain words or sentences. These factors have a great effect on the audience as it reinforces or weakens their perspectives. When there is redundant information, such as the message conveyed visually and verbally are exactly same, the efficacy of social presence will be compromised.

3.Direction of Eye Gaze

When two people are having a conversation, the control of conversations is assited through the direction of one's eyes. This way it is easier to know whose turn it is to speak. The confusion of understanding of an individual is also portrayed through this.

4.Facial Signals

The facial expressions of a person speak great volumes. In this manner, it is easy to know if an individual is angry, sad, happy or surprised.

5.Dynamic Non-Verbal Cues from the Trunk and Arms

The position of arms, hands and the posture of an individual is also considered important when it comes to non-verbal communication.

6. Physical Appearance

The individuals who are not familiar with each other can particularly use physical appearance to assess a person's personality or behavior. The physical appearance provides basis for the initial judgments.

7.Proximity and Orientation

When communication takes place through a multimedia, orientation and proximity may vary. The physical distance at which people choose to converse is referred to as proximity. Similar to the distance, a certain orientation for the conversation is also selected by people (for instance, sitting

adjacent to or opposite each other). The design of video systems can depend on orientation: video systems impose an orientation of being opposite one another.

The significance of all the factors mentioned above is analyzed by the audience or people involved in the communication. Every verbal or non-verbal cue passes a message to people. Thus, a medium's social presence is perceived as an attitudinal or a perceptual dimension of a user (Short et al., 1976).

In the studies of non-verbal communication, there is great emphasis on the presenter's or speaker's eye contact. According to a research by Kleck & Nuessle, (1968), when speakers maintain eye contact, they are considered as more sincere, friendly and natural. In addition this, LaCrosse (1975) states that this makes the speaker more persuasive and attractive. The attention of the listeners is drawn with the help of speaker's gaze (Harper, Wiens, & Matarazzo, 1978). Moreover, according to Knapp, 1(978), listeners are also encouraged to ask questions if the speakers maintains eye contact with them.

The fundamental areas of life such as courtship, interviews, television, advertising and arts rely heavily on the non-verbal communication (Bancroft, 1995). It is suggested that over 65% of the social meaning of a conversation is implied through the non-verbal cues, (Bancroft, 1985). Thus, as far as human interaction is concerned, a great proportion of communicative meaning relies on the nonverbal behaviors, (Baesler & Burgoon, 1987).

The positive attitudes are distinguished from negative attitudes and liking from disliking by vocal expressions, facial expressions, postural relaxation, openness of body and arms, increased eye contact, closer proximity and forward lean. According to an experiment, when the speaker shows positive attitude and openness, the audience is more likely to find him trustworthy and reliable, as indicated by Mehrabian (1971).

There are adverse consequences of not making effective eye contact with the audience, as stated by Stuart (1995). The audience gets an impression that the speaker is uninterested and is not paying sufficient attention if eye contact is not maintained by the speaker. It is said that "the audience will not pay attention to you if you don't pay attention to them" (Stuart, 1995, p. 63).

According to Droney and Brooks (1993), one of the most dominant non-verbal cue is eye contact. In an experiment, there were two presenters and one of them maintained eye-contact while the other one did not. The outcomes of the experimented suggested that the audience voted for the presenter who maintained eye contact to be more relaxed, confident, with a high-sense of control and self-esteem. While the other presenter was voted to be nervous and less credible by the audience.

In a research conducted by Naftulin et al, (1970), a pseudo-academic speech of utter non-sense was presented in a convincing and professional way, and the audience reacted favorably to it only because of the persuading verbal and non-verbal cues used by the presenter. Thus, it was inferred that educational content is not as important as the personality variables (Naftulin et al. 1973).

It is further stated, despite of how important the message is, if the speaker gives negative non-verbal cues, such as, not maintain eye contact, bad posture and confidence, the audience will not take the message seriously. Another example of this could be when the speaker never looks up from reading a text, (Ailes and Kraushar, 988).

CONCLUSION

The research suggests that verbal and non-verbal cues in terms of media have significant effect on the audience. The questioning strategies, personalized examples, use of humor, vocal inflections, appearance, proximity, gestures and facial expressions of the speaker influence the perceptions of social presence. Individuals are likely to be more satisfied when high degree of social presence is perceived by them. Video uses in multimedia were analyzed along with the factors affecting social presence. There are a number of significant factors in the context of social presence which emphasize on different verbal and non-verbal cues which must be correctly adopted by the speaker. It was inferred that the non-verbal cues play an important role in establishing the honesty

and reliability of the speaker. According to an experiment included in this paper, it was concluded that even if the speaker talk's utter nonsense with confidence and positive attitude, the audience is highly likely to believe him. In order to provide evidence for the discussion and support it, various researches were also incorporated in this paper.

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ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ТЕХНОЛОГИЯЛАРНИНГ БАЪЗИ ЯХШИ ЁМОН ЖИҲАТЛАРИ.

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Annotation: This article discusses the advantages and disadvantages of using modern technologies in English teaching in higher education institutes. In conclusion part several recommendations are suggested for implementing technological approaches in learning English language.

Бугунги кунда тил ҳалқаро алоқа воситаси сифатида сезиларли аҳамияти ошиб бормоқда. Ижтимоий, ижтимоий маданий, сиёсий, бизнес, таълим, саноат, медиа (ОАВ), давлатлараро мулоқотда инглиз тилининг ўрнининг кучайиши ўқитиш услубини, дастурларни янгилашни тақозо қилмоқда. Техногиянинг таълим соҳасига кириб келиши тил ўргатиш услубини тубдан ўзгартириб юборди. Бу эса замонавий ўқитувчига янги талаблар ва мажбуриятлар қўймоқда. Шу кунга қадар кўпгина ўқитувчилар томонидан турли хил самарали ўқитиш методлари тадбиқ этиб келинади. Булардан бири тил ўрганишда мультимедианинг қўлланишидир. Ушбу янги технологик метод турли хил даражадаги талабаларнинг турли хил қизиқишларига кўра материал тайёрлашга ёрдам беради. Лекин таълимда хар доим технологияни қўллаш ҳар доим ҳам яхши натижа бермайди. Мақоламда шу ҳақида сўз юритмоқчиман.

Тилни амалиётда ишлатиш учун талабалар 4 та маҳоратини ишга солади (Grabe and Stoller, 2003). Лекин аньанавий ўқитиш услубида бу маҳоратни бир вақтда ривожлантириш ҳам ўқитувчига, ҳам талабага қийинчилик туғдирмоқда. Жак Мюррей технология ёрдамида инглиз тилини ўқитишнинг бир нечта фойдали томонларини айтиб ўтади:

Талабага эркинлик беради;

Талабаларнинг ҳар хил эхтиёжини қондиради;
Талабалар қизиққан мавзуси бўйича чуқурроқ билим олишига ёрдам беради;
Талабаларга гапириш ҳуқуқини беради; (Jacqui Murray, 2015)

Shiamley ҳам бу борадаги ўз тахлили бўйича технология ишлатиш орқали талабаларнинг ўқишга бўлган қизиқишларни кучайтиришини, ўзаро алоқа қилиш кўникмасини шакллантиришини, ўқитиш самарасини ошириш, ўқитувчининг бир хилликдан узоқ бўлишини, дарс материалларини ўзлаштириш ва ўрганиш “эгилувчан” (flexible) бўлишлигига эришилади (Shyamlee, 2012). Бу бўйича эса биз баъзи бир сабабларни келтиришимиз мумкин: дарс соатининг етишмаслиги, гуруҳларда талаба сони кўплиги ва уларнинг тил даражаси ҳар хил бўлиши ва ҳоказолар. Айни бундай пайтда компьютер технологиялари тил ўрганувчилар учун чегараси йўқ ресурслар билан таъминлайди (Bull and Ma, 2001). Ундан ташқари бир хил вазифалардан зериккан талабаларни телефонлари ва планшетларини мақсадли йўлда ишлатишга ва ҳамкорликда ишлашга ундайди. (Harmer, 2007). Компьютер технологиялари ўқитувчи дарсда беришга улгурмаган маълумотлар билан таъминлай олади. Агар ўқитувчи дарс жараёнида технологияларни қўлламаса, ахборот билан ҳамнафас кетаётган талабаларнинг билим даражасидан орқада қолади. Шунинг учун ўқитувчилар компьютер технологияларини ишчи дастур талабларига мувофиқ тарзда моделлаштириши зарур. Компьютер технологияларни қўллаши ўқитувчига ўқувчиларининг таълим олишга бўлган эҳтиёжини қондиради. Лекин уни тўғри ва меёрида қўллаш ўқитувчига боғлиқ. Шунинг учун ўқитувчи информацион технологиялар соҳасида эксперт бўлмаса ҳам компьютер технологияларни фойдали ўрганиш асбоби сифатида дастурларни қўллаш учун методларни излаб топиши керак бўлади.

Компьютер дастурларини қўллаш инглиз тилини ўргатиш методикаларини ҳам анча мунча ўзгартириб юборди. У дарсларни тушуниш борасида ҳам қизиқарли, ҳам сермаҳсул бўлишини таъминлайди (Patel, 2013). Анъанавий дарс жараёнида ўқитувчи ўқувчилар олдида доска ва бор ишлатган ҳолда дарсларни тушунтиради, лекция ўқиди ва кўрсатмалар беради. Мультимедианинг қўлланилиши дарс материаллари яъни мавзу бўйича янги сўзларни, грамматик қоидалари билан олдиндан таниш бўлишига ёрдам беради. Бу эса дарс вақтини тежашга олиб келади. Бундан ташқари интернетда фильмларни томоша қилиш, матнларни ўқиш талабаларнинг турли ҳилдаги маълумотларни йиғиши ва икки тилда уларни таҳлил қилиш ва талқин қилишга ёрдам беради(Arifah, 2014). Бу эса ўз навбатида уларнинг дунёқарашини кенгайтиради.

Компьютер технологияларини қўллаш ўрганиш муҳитида диққатни ўқитувчидан кўра ўқувчига қаратилган бўлади (Dawson, Cavanaugh, and Ritzhaupt, 2008 and Pourhosein Gilakjani, 2014). Бу эса ўқитишга бўлган замонавий талабларидан биридир. Бунда талаба ўрганиш учун ўзи маъсул бўлади: индивидуал ва мустақил бўлади, ўзини ўзи йўналтира олади ва умуман ҳамма хатти ҳаракати учун жавобгарликни ўз зиммасига ола олади, оқибатда креатив шаҳс сифатида ривожланади.

Рақамли технологиялар ёрдамида ўқитувчи дарсини бир вақтда тил ўрганишдаги 4 та кўникмани ривожлантириш учун материаллар билан тўлдириши мумкин. Яъни ўқитувчи ҳар қандай тил даражасига эга талабалар учун сон саноқсиз машқ ва вазифаларни платформага қўйиши мумкин. Бу эса талабаларга эркинлик ва қулайлик туғдиради. Бундай аралаш ўрганиш (blended learning) методикаси дарсларда пассив талабадан актив талабага айланишига ёрдам беради.

Дарс пайтида интернетни қўллаш талабаларни руҳлантиради (motivation) (Arifah, 2014). Ҳозирги кунда талабаларнинг қоғоз вариантидаги китобларни ўқиши сусайиб бормоқда. Ундан ташқари бундай керакли китоблар қиммат. Шунинг учун интернетда қисқа, оригинал фильмларни томоша қилиш уларнинг мавзунинг маъносини чақишига ёрдам беради. Бу эса олий даражада фикрлаш кўникмасини ривожлантиради.

Технологияларни қўллаш платформага бажарилган тестлар, вазифалар, имтиҳон саволлари натижаларини кузатиш (monitoring) ва уларни баҳоланишини енгиллаштиради. Талабалар бажарган ишлари натижасини қисқа вақт оралиғида кўриши мумкин. Дарс жараёнида шу хатоларни муҳокама қилиш мумкин бўлади.

Таълим компьютер технологиялари ҳам ўқитувчи, ҳам талаба учун тажриба алмашиш манбаи бўлади. Бунда “тескари дарс” (Flipped classroom) методикасини қўллаш фойдали бўлади. Бундай услуб анъанавий дарс услубидан тубдан фарқ қилади ва унда талаба ўқитувчи томондан платформага қўйилган мавзуга оид видео дарсларни кўриб чиқади, янги сўзларни, терминларни, фразеологик бирикмалар ва ибораларни ўрганади, машқларни ва вазифаларни мустақил равишда бажаради. Дарс жараёнида шу ўрганган билимларини бошқа талабалар билан алмашади, баён қилади ва мавзу бўйича ўқитувчи томондан ташкиллаштирилган дебата ва муҳокамаларда қатнашиб амалиётда қўллай олади. Ўрганиш жараёнида талабаларнинг бир бири билан ўзаро алоқа қилиши (interactive) жамоада ишлаш ва ҳамкорлик қилиш қобилиятини кучайтиради. Талабаларнинг дарсга тайёр бўлиб келиши ўқитувчи учун баҳс мунозара ўтказишга қизиқарли, актуал мавзулар тайёрлашига имконият яратади. Бу эса талабаларнинг характери, тил даражасидан қатъий назар дарс жараёнида инсоний ва ижтимоий муҳитни яратади.

Лекин замонавий ҳаётнинг ҳамма жабҳаларида технологиянинг ўрни ошиб борётганига қарамай, таълим соҳасида технологияни қўллаш маълум бир миқдорда чегараланган бўлиб қолмоқда. Яқинда пандемия сабаб дарсларни онлайн ўтилиши талабаларнинг билим даражаси анча сусайиб кетганини яққол мисол келтириш мумкин. Бу ўрганувчилар томонидан технологиядан ноадекват тарзда қўллаши билан изоҳлаш мумкин (Tamimi, 2014; Salama, 1999). Ундан ташқари ҳамма талабани ҳам технология ёки интернетни қўллашга шароити йўқ. Бунга технология ёки интернетнинг қимматлиги, бўлганда ҳам ҳамманинг технологияни ишлатишга уқуви етишмаслиги билан боғланади. Технология ёрдамида инглиз тилини ўргатиш тадқиқоти шуни кўрсатдики, алоҳида қизиқишларига ва қобилиятларга эга талабалар умумий гуруҳ талабаларидан ажралиб қолмоқда (Roma, 2013).

Юқорида баён қилинган фикрлардан келиб чиққан ҳолда қуйидаги таклифлар илгари сурилади:

- ✓ Инглиз тилини ўқитиш учун фақат эскирган методларни замонавий технологияга алмаштириш;
- ✓ Инглиз тилини ўқитишда ўқитувчиларга мақбул тренинглар ўтказиш;
- ✓ Замонавий талабларга жавоб берадиган тўлиқ электрон ишчи дастур лойиҳаларини киритиш;
- ✓ Ўқитувчилар талабаларини замонавий технологиядан фақат тил элементларини ўрганиш воситаси сифатида қўллашга ундаши;
- ✓ Университетда ўқитувчиларни сифат даражасида ишлайдиган интернет ва замонавий технология билан таъминлаш;
- ✓ Электрон ишчи дастур талабларига етишиб юриши учун талабаларга мос технологиялар ҳақида тренинг ўтказиш;
- ✓ Талабалар материалларни ўзига қулай вақтда ўрганиши учун ўқитувчи ва талаба ўртасида портал (масалан Telegram гуруҳи) очиб қўйиш;
- ✓ Ўқитувчилар талабаларнинг инглиз тилини аъло даражада ўрганиши учун компьютер, проектор каби замонавий техник воситаларни дарсларда ишлатиш орқали ўзини ўзи ривожлантириши.

Хулоса қилиб шуни айтиш мумкинки инглиз тилини ўқитишда анъанавий методларни замонавийлаштиришга ҳарчанд харакат қилинсада, эскирган амалиётларни босқичма босқич чиқариб юборилиши ва компьютер, «ақлли» ускуналар, дисплей, аудио визуал материаллар, электрон мосламаларга алмаштириш тақозо этади. Албатта анаъавий методнинг ҳам, замонавий методнинг ҳам мақсади битта яъни талабаларнинг тил кўникмаларини

ривожлантириш ва тилни ўрганишга ёрдам берадиган бўшлиқни тўлдириш. Замонавий технологияларни қўллашнинг энг асосий вазифаларидан бири талабаларни тил ўрганишга фаол жалб қилиш ва амалий ва реал услуб орқали тил кўникмаларини қабул қилишга руҳлантиришдир. Бунга очиқ ўқув материалларини яратиш билан эришиш мумкин. Бундай эркин, очиқ материалларга бугунги кунда фақат замонавий технологиялар орқали амалга ошириш мумкин. Аниқки келажакни ривожланиши инглиз тилини ўқитишда мультимедиани талабага йўналтирилган жарённи замонавий ўқув стандартларга мослаштирилади. Ишонамизки бу жараён талабанинг фикрлаш доирасини кенгайтиради ва тил кўникмаларини амалда қўллаш қобилиятини оширади. Кўриниб турибдики бугунги кундаги ўқитиш масаласи билан боғлиқ муаммолар технология ва яхши тайёрланган ўқитувчилар ёрдамида ҳал қилиш мумкин.

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ADVANTAGES OF USING E-BOOKS IN TEACHING FOREIGN LITERATURE

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Abstract. This article examines and comprehensively discusses the advantages of using electronic text in the process of teaching foreign literature to students of higher educational institutions at the present stage of development of the education system in the Republic of Uzbekistan. The analysis of advantages of e-books made it possible to overview perspective ways of using them in the process of teaching foreign literature.

For a literature teacher, working with text is not limited to reading the works of art or checking students' written works. Let's highlight two important elements that are present in the practice of any teacher of literature: 1) preparing your own materials for the lesson; 2) preparation of handouts for students. When preparing for the lesson, a teacher often needs to compile various texts for a synopsis:

to build a methodological logic, to include quotation material in the synopsis, and finally, to directly prepare fragments of text for analysis. How are these notes created? Teachers, especially the older generation, have thick notebooks containing topics that are organized into blocks. The main content of these notebooks is handwritten texts, which contain many bibliographic references to the teacher's publications, sometimes accompanied by embedded clippings from other sources (for example, from methodological journals).

This information storage format has some obvious disadvantages:

1. Usually, it takes more than one year to create such textbooks on all teaching topics: a good teacher gradually expands, modifies, and supplements the material.

2. The notebook is gradually coming to an end, unnecessary material cannot be removed correctly (you can glue the pages, delete outdated ones, but the appearance and usability suffer from this), gradually this notebook becomes unusable.

3. These materials are very difficult to replicate. One handwritten summary is the main thing the teacher uses. It is possible to make a copy of this material (for example, on a photocopier), but usually its quality is poor. The loss of such a notebook leads to the loss of all information and practically destroys many years of work.

4. There is no possibility of fragmentary copying. This could be attributed to the previous point, but in this case I would like to emphasize something else: some of the information from the teacher's notes cannot be used by others. So, for example, a teacher cannot give a fragment of his notebook to a student or colleague for work [1].

Thus, teacher faces inconvenience in using such information medium that lacks functionality and flexibility. Today, using information technology, this component of pedagogical activity associated with the preparation of materials for a lesson can be optimized. At the same time, what is important, there is practically no need to master serious user skills: even a teacher who has been trained in the field of elementary computer literacy is able to more conveniently organize his activities.

Let's list the skills that are necessary for a teacher of literature to switch from paper to electronic media of "lesson" information.

1. Some experience of working with Internet resources (for example, to search for e-books in online libraries or philological materials on specialized sites).

2. Experience with the Microsoft Word text editor, which allows you to create a new unique material, collect material from various sources, and compile it for the task at hand [2].

Undoubtedly, transferring all the notes from paper to electronic versions is a huge job that can be done in more than one month. But if you think about it, it turns out to be easier than handwriting notes and other materials for the lesson. At the output, you can get not a single copy of the material, but text, in which you can make adjustments at any time and in any amount, delete outdated, add new, change the type of text for a new task, split the text into fragments (for example, for distribution to students) and much more.

And another important point is connected to the fact that the concept of a portfolio is gradually entering the life of a teacher [3]. Certification, submission of competitive materials, filling in resources of your page on the educational platform – these are situations in which electronic versions of methodological and didactic materials will be very useful.

Let's consider another example. Teachers often have to prepare test papers for students, in particular those related to the analysis of fragments of a literary text. For example, the simplest type of such work is the recognition of a hero by a verbal portrait, speech characteristics, and behavioral features. To prepare the audience for such work, and even in terms of options, you need to spend a lot of time: rewrite the text by hand or type it on a typewriter. The ability to work with electronic texts greatly facilitates the task: in the network library we find the text, select the fragments necessary for work from it, copy them, then insert them into the electronic document and print the required number of copies. Preparation of such works takes a little time. As a result, you can have a whole set

of verification and diagnostic work on all topics of the course. In the same way, you can prepare handouts for lessons – fragments of texts for analysis, poems, quotes from critical and literary books.

Let's see what the teacher gets when working with electronic materials.

1. "All yours is always with you." Portable storage devices (so-called "flash drives", and portable hard drives) are getting cheaper every year, and the teacher can have all his working materials at hand: texts of works, synopses, fragments of students' work, graphic images, etc.

2. "Abstract in 5 minutes." Fast compilation of any texts. Opening a new file in Microsoft Word, copying materials from different sources, pasting them into a new document - we get the necessary “here and now” material. From the available materials, you can easily make tests for students. For example, many teachers practice testing their knowledge of the text of a work through quick tests.

3. "Lack of abstracts". As any teacher knows, in a regular classroom, students of the auditory and visual types of perception coexist. It is easier for the former to perceive the material by ear, while the latter is more convenient if it is presented graphically (for example, on a blackboard). Today, the number of adolescents who are visuals is much more than students who can listen and hear. Work in the lesson often boils down to the fact that the student is required to dynamically switch perceptions and actions (now we listen, then discuss, then write down). Even senior students find it difficult not to lose the thread of the lesson and at the same time record its progress in writing, in the form of a synopsis, which we often invite them to conduct. Writing down words, they lose their general meaning, logic, emotional mood. Meanwhile, the existence of electronic versions of materials that at the end of the lesson all students can receive from the teacher (in electronic form or in printouts - it does not matter), could allow students to focus on the course of the lesson itself, on the teacher's words and statements of fellow students and work more productively.

Today, one can often hear the opinion that the paper book as an information medium is becoming obsolete, that after a while its existence will be determined not by its functional, but by its cultural and historical role. To avoid disputes in which personal preferences are expressed in one way or another, let us try to rationally compare the features of a paper and an electronic book.

Table 1. Comparative Analysis of E-Books and Paper Books

Feature	Paper Book	E-Book
Storage	Requires space, which depends on the volume	Does not take up space in physical meaning, in the computer's memory it takes up a very small space
Reading	Perception depends on the characteristics of editions (for example, font, lighting)	Binding to a computer, the difficulty of reading of large text arrays from the screen. Although recently there have appeared special devices ("book readers")
Replication	Impossible or with significant restrictions	Possible
Safety	It ages and deteriorates over time, requires careful handling	"Eternal" (at a certain level of user’s competence)
Additional Functions	Only text + graphics, the quality of which due to the peculiarities of the publication	Hyperlinks to audio or video files can be inserted to a computer file of e-book,

		the text itself can be accompanied by any type of graphic information
Price	High, a significant part of it is due to the price of paper and due to the profit desired by publisher	Lower than paperback, sometimes even free (today many online bookstores sell e-books)
Interaction with a Reader	Notes in the book spoil it (often regarded as vandalism), compilation of the fragments is impossible, search is difficult	Ability to make notes on the fields, bookmark, search, highlight, edit, copy text; possibility quickly return to its original state
Tradition of Perception	Many centuries	Still unusual for a wide range of readers, but becomes more and more common for new generation

The comparison shows that there are some features that determine the superiority of an electronic book over a paper one, at least in the field of education. Today this is hindered not so much by technological capabilities as by the inertia of perception of readers who are accustomed to holding a book in their hands and turning the pages, rather than pressing buttons while looking at the screen. However, in some universities of Uzbekistan in literature lessons today, about 30% of students use telephones, tablets or laptops in which the texts of the studied works are written. And they are quite capable of performing the tasks that others do when working with a paper book: highlighting keywords, quotes, working with comments. Why are they sitting with "Robert Frost" on display? Because there were no books at home, there were no books left in the university library, and there was not enough time to go to the district library. Previously, such a student would simply declare that he did not have the book. Today he works with its electronic version. So it is hardly worth categorically asserting that the computer replaces books - in some cases it returns them.

From the above table, we can conclude that, compared to paper media, an e-book consists of some advantages. The answer to this question depends on the point of view of the problem. There is an important emotional component: favorite collected works in the closet since childhood, the tactile sensation of turning the pages of books, bookshelves in the apartment as a sign of an intelligent family. But here we must admit that what has been described rather refers not to literature, not to reading, but to a greater extent to book culture. Let's split the reading process into two. On the one hand, reading as a functional process, in which the comfort of reading, speed, the ability to enter into a dialogue with the text and make it "your own", the convenience of long-term storage, combined with the speed of access if necessary, are important. On the other hand, the book remains a cultural artifact, and the attitude towards it is somewhat similar to the attitude towards books in antiquity, when the content is inextricably linked with the design. It seems to us that periodicals, professional and entertainment literature (something that should always be at hand, or something that can be read once and deleted) will completely disappear into the electronic format, and works of printing art will remain, for example, architectural or painting albums. good editions of classical literature. The "functional" book will become completely electronic, but as a cultural phenomenon, the "aesthetic" paper book will coexist with it. You can treat these phenomena in different ways, the most reasonable, in our opinion, is to accept and try to get used to it. Progress often leaves us no other choice.

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ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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ANNOTATION: This article is devoted to the application of multimedia technologies in the educational process, their influence on the formation of communicative competencies (reading, listening, speaking, writing), on the development of critical, figurative, abstract thinking of students. The intensity of learning with the help of multimedia and their effectiveness are proved.

Развитие современного общества происходит в эпоху информатизации, характеризующейся применением средств информационных технологий во многих сферах деятельности человека, в том числе в сфере образования.

Рациональное сочетание традиционных образовательных средств с современными информационными и компьютерными технологиями (ИКТ) является одним из возможных путей решения задачи модернизации образования. Средства ИКТ способствуют развитию личностных качеств личности, вариативности и индивидуализации школьного образования. Современные ИКТ обеспечивают активное, творческое овладение учащимся изучаемого предмета, позволяют изложить материал на новом качественно более высоком уровне. [1] Их применение открывает принципиально новые возможности в организации учебного процесса.

На данном этапе в современном обществе все более возрастает роль иностранных языков. Десятки тысяч вузов за рубежом и в нашей стране за последние годы продолжают использовать возможности современных компьютеров и телекоммуникаций в учебной работе, в особенности при обучении иностранному языку. Иностранный язык – это особый учебный предмет, который в силу своей специфичности (создание для обучающихся искусственной языковой среды из-за отсутствия естественной) предполагает наиболее гибкое и широкое использование различных технических средств обучения. Поэтому не удивительно, что в преподавании иностранного языка новые возможности, открываемые мультимедийными средствами, нашли самое разнообразное применение.

Основную роль здесь, конечно, играют мультимедийные средства.

Мультимедиа — это интерактивные (диалоговые) системы, обеспечивающие одновременную работу со звуком, анимированной компьютерной графикой, видеокадрами, статическими изображениями и текстами. Под этим термином понимается одновременное воздействие на пользователя по нескольким информационным каналам. При этом пользователю, как правило, отводится активная роль. Другими словами, мультимедиа — это сумма технологий, позволяющих компьютеру вводить, обрабатывать, хранить, передавать и отображать (выводить) такие типы данных, как текст, графика, анимация, оцифрованные неподвижные изображения, видео, звук, речь. [3]

Раньше урок, проводимый преподавателем, назывался мультимедийным, если в нем присутствовали и рассказ учителя, и магнитофонная запись, и кино, и слайды, и любые

технические средства обучения. Сегодня под «мультимедийным» уроком подразумевается урок с использованием мультимедийной обучающей программы, компьютера или ноутбука, проектора, веб-камеры. В теории обучения выделилось даже несколько современных направлений исследований, в частности теория мультимедийного обучения.

Появился даже неофициальный термин эдьютейнмент — «edutainment» — новообразование от слов «education» — «образование» и «entertainment» — «развлечение», используемый, чтобы объединить образование и развлечение, особенно мультимедийные. Эдьютейнмент отражает связь между обучением и развлечением, то есть ученик фокусируется на учебном процессе, имея при этом развлекательные цели. [4]

Именно мультимедийные средства оказывают наиболее сильное воздействие на учащихся. Они обогащают процесс обучения, позволяют сделать обучение более эффективным, вовлекая в процесс восприятия учебной информации большинство чувственных компонентов обучаемого. Они стали объективной реальностью нашего времени, и преподаватель иностранного языка просто не может не воспользоваться возможностями, которые они предоставляют для обучения реальной коммуникации на иностранном языке.

Владение иностранным языком дает возможность приобщиться к мировой культуре и использовать в своей деятельности потенциал обширных ресурсов глобальной сети Интернет. В связи с этим возникает необходимость развития методики использования компьютерных информационных технологий в обучении иностранному языку. Мультимедийные средства стали объективной реальностью нашего времени, и преподаватель иностранного языка просто не может не воспользоваться возможностями, которые они предоставляют для обучения реальной коммуникации на иностранном языке. Вместе с этим в аудиторию приходят новые формы и методы обучения, новая идеология мышления. Ранее принятая в нашей системе модель обучения:

- в центре технологии обучения - преподаватель;
- между студентами идет негласное соревнование;
- учащиеся играют пассивную роль на занятиях;
- суть обучения - передача знаний (фактов).

Новая модель обучения, которая должна прийти ей на смену, основана на следующих положениях:

- в центре технологии обучения - студент;
- в основе учебной деятельности - сотрудничество;
- учащиеся играют активную роль в обучении;

Суть технологии – в развитии способности к самообучению и коммуникативной компетенции обучаемых.

К средствам мультимедиа можно отнести практически любые средства, способные привнести в обучение и другие виды образовательной деятельности информацию разных видов. В настоящее время в вузах широко используются: электронные учебники и пособия, демонстрируемые с помощью компьютера и мультимедийного проектора, интерактивные доски, электронные энциклопедии и справочники, тренажеры и программы тестирования, образовательные ресурсы Интернета, DVD и CD диски с картинами и иллюстрациями, видео и аудиотехника, интерактивные карты и атласы, интерактивные конференции и конкурсы, материалы для дистанционного обучения.

Наиболее доступным и эффективным из мультимедийных средств следует признать так называемый электронный учебник. Чем же так привлекают мультимедийные (электронные) учебники преподавателей и студентов? Сейчас имеется большое разнообразие современных мультимедийных учебников и интерактивных платформ к учебникам (Schritte international und Schritte international im Beruf). Они оказывают большую помощь при обучении профессионально ориентированному языку: в поиске нужной информации по заданной теме, в закреплении пройденного материала, способствуют формированию

артикуляции, ритмико-интонационных произносительных навыков, для повышения мотивации учащихся. Звуки, слова, словосочетания и предложения воспринимаются учащимися на слух и зрительно. Кроме этого студенты имеют возможность регулярно получать актуальную информацию.

Не менее важной в использовании является интерактивная доска. Она дает возможность использовать на занятиях тезисы, таблицы, видео - и справочные материалы, при анализе текстов - схемы и данные электронных словарей. Это позволяет реализовать принципы наглядности, доступности и системности. Можно использовать готовые рисунки по нужной теме, разнообразные Web-ресурсы. На видеоматериале можно организовать речевую ситуацию, обучать постановке вопроса, составлению высказывания, организации диалога. Работа с видеоматериалами значительно расширяют объем воспринимаемой информации. Можно создавать ссылки с одного файла на другой - например, аудио-, видео-файлы или Интернет-страницы.

Использование таких Интернет ресурсов как сайт Deutsche Welle помогает обучаемым в подготовке различных презентаций, в ознакомлении с актуальными политическими и экономическими новостями, даёт возможность самостоятельно выбрать интересующую тему для доклада, осуществлять виртуальные экскурсии.

В самом общем контексте мультимедиа технологии в процессе обучения иностранным языкам призваны выполнять следующие функции:

1) интегрировать разные виды информации (текст, звук, видео и т. д.) и представлять её, воздействуя на разные органы человеческих чувств;
2) стимулировать когнитивный процесс;
3) осуществлять интерактивное взаимодействие с обучаемым;
4) индивидуализировать процесс обучения;
5) организовать групповую работу в мультимедийных средах;
6) развивать навыки работы в команде;
7) формировать устойчивую мотивацию;
8) создать максимально приближенные к реальности условия для выработки учебных и профессиональных навыков [2, с.115].

Методы и приёмы использования информационных технологий на занятии –разные, но при их внедрении мы выполняем единственную задачу: сделать занятие по иностранному языку интересным и увлекательным. А нетрадиционные занятия с использованием информационных технологий должны привлечь современного студента к культуре языка, облегчить процесс знакомства со структурой языка, пробудить интерес к изучению иностранного языка.

В заключение следует отметить один важный момент –мультимедийные средства и все их возможности, какими бы хорошими они ни были, не заменят на занятиях преподавателя, они лишь являются эффективным помощником, позволяющим повысить качество обучения и сделать более объективным и наглядным контроль усвоенного материала. Все остальные функции по-прежнему выполняет преподаватель.

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МУЛТИМЕДИА ТЕХНОЛОГИЯЛАРИ ЁРДАМИДА ТАЪЛИМ СИФАТИНИ ОШИРИШ ВА ФУҚАРОЛИК ЖАМИЯТИ ИНСТИТУТЛАРИ ТАРАҚҚИЁТИНИ РИВОЖЛАНТИРИШ САМАРАДОРЛИГИ

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Abstract: The active penetration of the Internet and information technologies in all spheres of human life and industry has great potential for improving the means and 354 methods of combating corruption and counteracting the minimization of damage from corruption crimes.

Республикамизда амалга оширилаётган кенг ислоҳотлар жараёнида олий таълим ва фан соҳаларини ривожлантиришда мультимедия воситаларидан фойдаланган ҳолда таълим сифатини ошириш, талабаларни таълим жараёнига бўлган қизиқиши каби бир қатор муҳим омилларга эътибор кучайиб бормоқда. Пухта ўйланган ва ҳар томонлама ислоҳотлар пировардида аҳолининг сиёсий ва ижтимоий фаоллигини юксалтириш, фуқаролик жамиятининг таркибини ташкил этувчи янги демократик институтлар — кўп партиявийлик тизими, фуқароларнинг ўзини ўзи бошқариш органлари, жамоат бирлашмалари, нодавлат нотижорат ташкилотлари ҳамда оммавий ахборот воситаларининг ривожланишига хизмат қилмоқда. Шубҳасиз, “учинчи сектор” деб ном олган фуқаролик жамияти институтлари жамоатчилик назоратини амалга оширишда муҳим аҳамиятга эга. Юртбошимиз таъбири билан айтганда, депутатлар корпуси, сиёсий партиялар ва нодавлат нотижорат, жамоат ташкилотларининг жамиятда обрў-эътибори ортиб бориши, мавқеи мустаҳкамланиши билан, улар давлат ва ҳокимият тузилмалари фаолияти устидан жамоатчилик назоратининг муҳим воситасига айланади.

Ахборот технологиялари ёрдамида таълим сифатини назорат қилиш ва мультимедия технологяилари ёрдамида фуқаролик жамияти тараққиётини янада юксалтириш орқали талабаларнинг ҳуқуқий саводхонлигини ошириш лозим деб ҳисоблаймиз. Зеро, бугунги пандемия шароитида талабалрни масофавий ўқитиш технологияларидан фойдаланган ҳолда ўқитиш, ZOOM платформаси орқали юзма-юз алоқа ўрнатиш ва қайта алоқа амалга оширилиб келинмоқда. Шуни ҳам алоҳида қайд этиш керакки, бугун мамлакатимизнинг кўплаб қонун ҳужжатларида фуқаролик жамияти институтларининг жамоатчилик назоратини амалга ошириш ҳуқуқи электрон тарзда ҳам амалга оширилмоқда. Хусусан, касаба уюшмалари, ўзини ўзи бошқариш органлари ва фуқаролик жамиятининг бошқа институтлари фаолиятига оид қонун ҳужжатларида жамоатчилик назоратини амалга ошириш тартибтаомиллари қамраб олинган. Шунга қарамай, юртимиз соҳага оид қонунчилигида жамоатчилик назоратига тартибга солиш тарзида ёндашилиб, унинг амал қилиш усул ва шакллари ҳамда бошқа таркибий қисмлари меъёрий-ҳуқуқий кўринишида ўз ифодасини топмаган.

Давлатимиз раҳбари томонидан илгари сурилган Мамлакатимизда демократик ислоҳотларни янада чуқурлаштириш ва фуқаролик жамиятини ривожлантириш концепциясида давлат ҳокимияти ҳамда бошқарув органлари томонидан қонун ҳужжатларининг ижро этилиши устидан жамият, фуқаролик институтлари назоратини амалга

оширишнинг тизимли ва самарали ҳуқуқий механизмини яратишга қаратилган “Ўзбекистон Республикасида жамоатчилик назорати тўғрисида”ги қонунни қабул қилиш фурсати етганлиги алоҳида қайд этилди. Қонунда жамоатчилик назоратининг турлари, шакллари ва субъектлари, назорат предмети, уни амалга оширишнинг ҳуқуқий механизмлари, шунингдек, мазкур соҳадаги қонун ҳужжатларини ижро этмагани учун мансабдор шахсларнинг жавобгарлиги шартларини белгилаб қўйиш зарурлигига урғу берилди.

Айтиш жоизки, “Ўзбекистон Республикасида жамоатчилик назорати тўғрисида”ги қонуннинг қабул қилиниши фуқароларнинг фуқаролик жамияти институтлари фаолиятларида бевосита иштирок этишини таъминлаб, уларнинг давлат ҳокимияти ва бошқаруви органлари фаолиятини назорат қилиб боришдаги имкониятини кенгайтиради. Қолаверса, шу асосда жамоатчилик назоратининг вазифалари аниқ белгилаб берилади. Бинобарин, қонун лойиҳасида фуқаролик жамияти институтлари инсон ҳуқуқлари, эркинликлари ва қонуний манфаатларини таъминлашга доир қонунчилик ҳужжатларининг давлат ҳокимияти ва бошқаруви органлари, мансабдор шахслар томонидан ижросини назорат қилиши, давлат ҳокимияти ва бошқаруви органлари, мансабдор шахслар томонидан амалдаги қонунчилик нормаларига риоя этилмаганлиги ҳолларини аниқлаши, бундан кенг жамоатчиликни хабардор қилиши, сабабларини бартараф этиши, жамиятда ижтимоий адолат тамойилларининг қарор топишини рағбатлантириши, давлат ҳокимияти ва бошқаруви органлари фаолиятининг янада очиқлигини таъминлаши каби муҳим масалалар қамраб олинган. Қонун фуқаролик жамияти институтларининг давлат билан ўзаро муносабатларини янада аниқ ва равшан белгилаб беради. Бунда, аввало, фуқароларнинг давлат ва мансабдор шахслар фаолияти устидан жамоатчилик назоратини амалга ошириш - имконияти кенгаяди.

Шуни алоҳида таъкидлаш керакки, жамоатчилик назорати давлат ҳокимияти ва бошқаруви органлари, уларнинг мансабдор шахслари фаолияти устидан жамоатчилик назорати субъектининг шахсий ташаббуси, шунингдек, юридик ва жисмоний шахсларнинг мурожаати, жамоатчилик назорати субъектининг қарорига асосан амалга оширилишини кўзда тутиш айни муддаодир. Жамоатчилик назоратини амалга ошириш ҳуқуқига белгиланган қонунчилик асосида адлия органлари ва бошқа давлат органлари томонидан давлат рўйхатидан ўтган ҳамда фаолиятини тегишли ҳудудда амалга ошираётган фуқаролик жамияти институтлари эга бўлади. Жамоатчилик назоратини амалга ошириш бўйича ўзини ўзи бошқариш органларига кенгроқ ҳуқуқ берилиши мақсадга мувофиқдир.

Зеро, маҳалланинг энг демократик бошқарув усули ва тизими эканини инобатга олиб, унинг ўрни ҳамда таъсири давлат идораларига нисбатан кучайиб ва кенгайиб бориши, ҳаётимиздаги аҳамияти тобора ортиши замонавий тараққиётнинг муҳим кўрсаткичи ҳисобланади. Шу сабабли маҳалла тизимини янада ривожлантиришга алоҳида эътибор қаратиш бугунги кун тақозосидир. Чунки давлатимиз раҳбари таъкидлаганидек, ўзини ўзи бошқаришнинг халқимизга хос ноёб усули бўлган маҳалла жамоатчилик назоратини ташкил этишда ҳам шундай салоҳият ва имкониятларга эгаки, биз улардан ҳали-бери тўлиқ фойдалана олганимиз йўқ. Бинобарин, бу борада ҳам кўп ишлашимиз керак.

Ўзбекистон дунёга янги шахдам одимлар билан янги қиёфада бўй кўрсатаётган бир пайтда устувор бу вазифаларни амалга оширишда биз фаол фуқаролар, энг аввало, ёши улуғ, катта ҳаётий тажрибага эга нуроний оқсоқоллар, ёшлар ҳамда нодавлат нотижорат ташкилотлари маслаҳати, таклифлари ва кўмагига таяниб, фаолият юритамиз.

Хулоса ўрнида айтганда, ҳозирги глобаллашувшароитида мультимедиа воситалари ёрдамида фуқаролик жамияти институтлари ривожлантириш, бугунги ва эртанги кунимизга ҳар қачонгидан-да масъулият билан қарайдиган, халқимизнинг орзуумидларини рўёбга чиқаришда амалий ишлари билан ёрдам беришга шай ташкилотлар мажмуаси сифатида жамоатчилик назоратини амалга оширишда ишончли ҳамкор бўла олади. Бу эса Юртбошимиз томонидан илгари сурилган Концепцияда белгилаб берилганидек, мамлакатимизда фуқаролик жамияти институтлари ривожининг янги босқичини бошлаб беради.

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СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ И ПРИМЕНЕНИЯ МЕДИАОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБРАЗОВАНИЯ

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Аннотация: В статье рассматриваются вопросы роли средств массовой информации и применения медиообразовательных технологий в процессе образования, их сущность, воздействие на сознание и воспитание современной молодежи.

Abstract: The article examines the role of the media and the use of media education technologies in the education process, their essence, the impact on the consciousness and upbringing of modern youth.

Современный мир характеризуется радикальными изменениями во всех сферах жизни человечества. Под лозунгом экономической глобализации государства – лидеры научно - технического процесса развертывают широкую культурную экспансию, через мощные информационные системы, внедряя в страны мира собственные ценности, нормы проведения, чуждые культурам других народов, что угрожает потерей социально-культурной идентичности и своеобразия. Противостоять этой угрозе может медиаобразование, обладающее ярко выраженным эмоциональным, психофизиологическим характером воздействия на морально – эстетическое воспитания молодого поколения.

На протяжении многих веков древняя земля Узбекистана оставалась очагом просвещения и науки, одним из центров мировой цивилизации, а стремление к знаниям всегда было неотъемлемой частью менталитета народов многонационального Узбекистана. Об этом свидетельствуют достоверные источники. Так, в конце XIX – начале XX века были созданы новометодные школы, где детей обучали не только чтению и письму, но и логике, а также точным наукам.

Обретение Узбекистаном суверенитета стало важной вехой в истории развития образования и науки в нашей республике. Принятый Закон о Национальной программе по подготовке кадров поставил перед работниками образования важные задачи: изменить содержание работы средней школы, создать национальную школу, которая будет строить учебно-воспитательную работу на основе общечеловеческих ценностей и национально-культурных традиций, исторического опыта узбекского народа. Национальная программа по подготовке кадров стала стратегической основой в осуществлении государством кадровой политики, послужила гарантом делу развития целостной системы подготовки на всех уровнях высококвалифицированных, конкурентоспособных кадров. В республике впервые разработана не имеющая прецедента новая модель системы подготовки кадров, вобравшая в себя соответствующий опыт развитых стран, с учетом национальных особенностей республики, собственных недостатков и проблем в этой сфере.

В республике были приняты соответствующие указы, постановления и нормативно-правовые документы, заложившие организационную и правовую базу деятельности

образовательных учреждений в новых условиях и направленных на совершенствование ее функции. Важное и определяющее значение имели также неоднократные встречи Президента республики с учеными, его выступления, в которых ставилась задача по разрешению актуальных проблем научно-технического и инновационного развития нашей страны.

Одной из характеристик современного этапа развития информационной среды является рост потенциала СМИ и учащение воздействий на общество со стороны информационных систем. В условиях усложнения и динамичности социальных процессов, количественного увеличения массовой информации, усиления массовых информационных потоков, технологического развития информационных сетей человеку становится все труднее ориентироваться в мире информации. СМИ становятся основным источником информации для населения любого государства, в том числе и для нашей республики.

В итоге коммуникационная среда все больше носит массовый, нежели межличностный характер. Расширение медиапространства увеличивает психологические нагрузки и усложняет возможность анализа и ориентировки молодежи в медиасреде. Возрастающая интерактивность массовых коммуникаций представляет удобную среду для воздействий на общество. Так, вариативность технологий и приемов языкового манипулирования в текстах СМИ, накладываемая на психологические особенности воспринимающих эти тексты молодежь делает воздействие на сознание незаметным и эффективным, когнитивное освоение реальности становится в зависимость от интерпретаций и версий, которые распространяются по каналам СМИ.

Выделение проблемы медиа связано и с развитием Интернета, что еще больше увеличивает психологические нагрузки и усложняет возможность анализа и ориентировки в медиасреде. Возрастающая интерактивность массовых коммуникаций представляет удобную среду для медиа, что особенно сказывается на молодежи, являющейся основным потребителем сетевых СМИ. В различной научной литературе (В.М. Герасимов, О.В. Мухина и др.) данная тенденция особенно подчеркивается.

В условиях развития Интернет-технологий и прогрессирующей доступности глобальной сети для молодежи СМИ становятся основным источником информации о различных явлениях действительности, событиях, происходящих в мире. Имеет место и деструктивное воздействие СМИ на сознание молодежи. В результате подверженными влиянию СМИ оказываются психические процессы и свойства личности. За счет использования в сетевых СМИ различных технологий и техник манипуляции происходит и угнетение когнитивных структур психики (активность в поиске и получении информации становится минимальной, для анализа и интерпретации материала не требуются мыслительные усилия). Так, за счет гипертекстового построения текста СМИ его восприятие становится поверхностным, мозаичным и фрагментарным.

СМИ формируют картину мира молодежи через медиарепрезентацию реальности, когда в публикациях сознанию массового потребителя информации предлагается не только и не столько факт (событие, происшествие, новость), сколько его интерпретация. В условиях глобализации информационного пространства и ускорения информационного потока СМИ нуждаются в оперативности, краткости подачи информации. У молодежи для собственной интерпретации, анализа медиатекста не остается времени, вся истина информации не может быть однозначно проверена в непосредственном индивидуальном опыте, что приводит к восприятию сенсационной, беспрерывной и доступной информации в СМИ, как единственной истинной и достоверной. Ведь молодежь отличается доверчивостью и не обладает достаточным социальным опытом.

Представляется, что процессам манипулирования сознанием современной молодежи необходимо противопоставить некий процесс формирования у нее устойчивости к медиаманипуляциям. Современное высшее образование может стать базой для исследования манипулятивного влияния СМИ на молодежь, инструментом предупреждения и

нейтрализации негативного воздействия СМИ, рычагом защиты молодого поколения от медиаманипуляций. В качестве референтной группы, на которой может исследоваться манипулятивное воздействие и меры защиты от него, выступает студенчество, отражающее общие социально-психологические характеристики всей молодежи в целом.

Однако, несмотря на разнообразие разработанных в рамках медиапедагогики медиаобразовательных теорий, концепций, моделей, подходов, тем или иным образом касающихся проблемы формирования медиакомпетентности, в сфере образовательной теории и практики сохраняется противоречие между объективной необходимостью проектирования системы развития медиакомпетентности личности и недостаточной разработанностью технологии реализации данной системы в процессе профессионального образования. Поэтому современное состояние высшего образования требует от преподавателей пристального внимания к усилению воспитательной и обучающей функции дидактического процесса, поскольку представленные тенденции настоятельно свидетельствуют о необходимости повсеместного участия вуза в формировании у студентов устойчивости к медиаманипуляциям.

Возможности и перспективы современного высшего образования в области предупреждения медиаманипуляции наиболее полно раскрываются в сфере медиаобразования, под которым понимаются все целенаправленные и систематические действия, предназначенные для удовлетворения образовательных потребностей, порождаемых фактом существования масс медиа. Среди таких образовательных потребностей располагается потребность в поиске педагогических условий предупреждения медиаманипуляций.

Анализ научной литературы в области медиаобразования (О.А.Баранов, Г.К.Селевко и др.) обращает особое внимание на компетентностный подход в предупреждении медиаманипуляции. Концепция компетентностного подхода направлена на формирование личности, характеризующейся целостной мировоззренческой и когнитивной основой, а также умением адаптироваться к жизненным ситуациям.

«Существуя в определенной социальной и материальной среде, взаимодействуя с окружающими людьми и природой, участвуя в общественном производстве, человек проявляет себя как сложная самоуправляющаяся система с огромны спектром различных качеств и свойств. Эта система и есть личность. Объективное проявление личности выражается во всех и всяческих взаимодействиях с окружающим миром. Субъективно же она проявляется как осознание человеком существования своего «Я» в .мире и обществе себе подобных (самосознание)» [1. с.3].

А.В.Хуторской отмечает, что компетенция – это совокупность взаимосвязанных качеств личности (знаний, умений, навыков), задаваемых по отношению к определённому кругу предметов, процессов и необходимых, чтобы качественно продуктивно действовать по отношению к ним [2].

Представляется, что оптимальным способом предупреждения медиаманипуляции на базе вуза может выступать целенаправленное и последовательное развитие медиакомпетентности. Под которой следует понимать совокупность антиманипулятивных знаний, умений, навыков, качеств, способствующих осознанному восприятию, выбору, критическому анализу, оценке, интерпретации, использованию текстов СМИ. Также взвешенной мотивации медиапотребления и эмоциональной стабильности при восприятии медиатекстов, которая обеспечивает психологическую устойчивость к медиавоздействиям.

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОНОННЫХ ТЕХНОЛОГИЙ КАК СРЕДСТВА ОБУЧЕНИЯ , А НЕ ЗАМЕНЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Annotation : This article examines the usage of ICT in education , the selection of materials and methods , and interconnection between these two. Also main and basic issues concerning information and communication technologies and their effective implementation is also discussed here.

В настоящее время в реализации общих стандартов образования активно осуществляется внедрение информационных и коммуникационных технологий в процесс обучения особенно в обучение иностранных языков. Все виды современных технологических средств обучения способствует модернизации учебно-воспитательного процесса, активизирует мыслительную деятельность учащихся, способствует развитию творчества педагогов, позволяют проводить дистанционное обучение, развивают систему непрерывного образования, тем самым повышая эффективность образовательного процесса. В сегодняшний день компьютеризация учебного процесса рассматривается как один из актуальных факторов организации обучения тому или иному предмету. Новейшие информационные технологии в обучении позволяют активнее использовать научный и образовательный потенциал ведущих университетов и институтов, привлекать лучших преподавателей к созданию курсов дистанционного обучения, расширять аудиторию обучаемых. Использование ИКТ в области образования практически безгранично. Наличие компьютера, подключенного к Интернету, способствует значительной проработке любой темы. Систематическое изучение различных дисциплин невозможно без наглядных средств обучения. До сих пор самым распространенным средством для визуализации новой информации являлись (часто и сейчас в большинстве своем являются) доска и мел, плакаты и карты, различные дидактические рисунки. Компьютер же, особенно подключенный к сети Интернет, соединяет различные виды наглядных пособий, позволяет обновлять дидактические материалы, а также оптимизировать и разнообразить учебный процесс. Базовое овладение навыками обращения с электронной почтой, поиска информации в Интернете, используя различные поисковые машины, умением использовать программы для онлайн-общения, грамотное использование элементов Web-проектирования и Web-дизайна необходимы не только студенту, но и в первую очередь преподавателю. Для этого ему следует постоянно повышать свой уровень компьютерной грамотности и ориентированности в Интернет-пространстве, всегда находясь на шаг впереди учащихся. Но здесь следует выразить твердую уверенность в том, что компьютер аже на современном

этапе развития технологий не должен и не может брать на себя функции преподавателя. По нашему мнению, правильная организация профессиональной подготовки специалиста в вузе предполагает использование информационно-коммуникационных технологий в качестве лишь вспомогательного средства обучения, обеспечивающего как оптимизацию процесса познания, так и формирование индивидуального стиля профессиональной деятельности. При этом, как уже отмечалось выше, роль преподавателя в условиях использования информационно-коммуникационных технологий остается не только ведущей, но и еще более усложняется. Он подбирает учебный материал, разрабатывает структуры и алгоритмы взаимодействия обучаемых с компьютерными средствами обучения, формирует критерии управления действиями обучаемых и т.д. Преподаватели вузов в современных условиях ищут и применяют на практике новые методы, используя информационные технологии в обучении иностранным языкам. Всѐ чаще при подготовке и проведении занятий преподаватели иностранных языков используют образовательные и справочные интернет-сайты, программы текстового, голосового и видео-общения (e-mail,Skype,Telegram,Viber), составляют различные задания для самостоятельной работы студентов по поиску дополнительной информации по пройденным темам в Интернете. Так, например, информационные образовательные ресурсы, используемые в учебном процессе, позволяют представить обучающие материалы по иностранному языку в текстовом и гипертекстовом, а также графическом, аудио-, и видео- форматах, автоматизировать систему контроля и оценки знаний студентов, повысить интерес к изучению языка, более эффективно организовать самостоятельную работу. Ведение переписки в специальных сервисах, а также по электронной почте создает благотворную среду для применения иностранного языка в повседневной жизни, дает возможность применять и закреплять полученные языковые знания в ситуациях реального общения в письменной речи, а также, что немаловажно, ускоряет овладение межкультурной компетенцией. Применение компьютерных презентаций в учебном процессе позволяет ускорить и облегчить усвоение нового материала. Визуальная насыщенность и наглядность учебного материала способствуют более полному пониманию и раскрытию различных тем, например при изучении со студентами лингвострановедческого компонента обучения иностранному языку.

Компьютерные презентации акцентируют внимание студентов на значимых моментах информации. Использование презентации позволяет повысить мотивацию студентов, например, через использование большого количества иллюстраций, мультимедиа, привлечения Интернет-источников как источников информации о стране изучаемого языка и дополнительного источника информации. Всѐ это служит более глубокому вовлечению студентов в самостоятельный процесс обучения. Студентам вуза все чаще предлагается подготовка докладов в форме компьютерных презентаций для их выступления перед группой на занятии с последующим коллективным обсуждением. Также одним из основополагающих условий эффективного применения информационно-коммуникационных технологий является личная заинтересованность педагога в ее использовании. Это означает, что преподаватель должен убедиться на собственном опыте, как данная технология помогает ему более эффективно решать некоторые педагогические и дидактические задачи обучения (например, раскрыть значимость изучаемого учебного материала, повысить интенсивность его усвоения, развить и закрепить навыки практической работы, управлять учебной деятельностью и т.д.). Деятельность преподавателя в условиях применения информационно-коммуникационных технологий неизмеримо усложняется. Это связано с тем, что педагог осуществляет ее в новой педагогической среде и с новыми средствами обучения. Он получает возможность оказывать воздействие на обучаемых опосредованно через Интернет. В этих условиях преподавателю приходится реализовывать ряд функций, которые при традиционном обучении отсутствуют. Из вышеизложенного следует, что компьютерная культура преподавателя выступает

решающим условием успешного использования информационно-коммуникационных технологий. Таким образом, одним из важных факторов совершенствования системы подготовки профессиональных кадров в высшей школе является активное использование в образовательном процессе современных ИКТ.

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OVERVIEW OF LANGUAGE SOCIAL NETWORKS AND THEIR USAGE IN LEARNING OF FOREIGN LANGUAGES

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Annotation. The purpose of this article is to study the educational potential of social networks in the process of learning foreign languages. Considerable attention is paid to the variety of mobile applications and language sites for communication in the modern world. The article discusses the advantages of using these networks to solve a number of problems of teaching a foreign language.

Everyone who learns a foreign language knows that the best way to master a language is to immerse in the language environment and, accordingly, communicate with its native speakers. But, unfortunately, the current geopolitical situation in the world is not conducive to travel. However, the Internet gives us the opportunity to immerse ourselves in a foreign language environment without leaving home, by visiting language exchange sites.

Language social networks have a beneficial effect on motivation to study, learning a foreign language, contribute to the growth of students' interest in this language. These sites have been created specifically so that native speakers of different languages can provide other assistance in learning them. It's no secret that the materials presented on these sites are often much more interesting than those printed in our textbooks. Audio materials are relevant and read by native speakers. In addition, a variety of topics and issues for discussion enhances the ability to maintain dialogue and conduct discussions. All these factors accelerate the learning process, improve the quality of learning, and make language networks popular not only among young people but also among the older generation.

Nowadays on the Internet you can get acquainted with a huge number of various resources, choose the most suitable one for yourself and learn the language, working according to an individual program and at your own pace.

One such resource is the international community Busuu.

Busuu is an international educational project aimed at learning foreign languages. The project allows you to practice with real native speakers, learn from their cultures, make new acquaintances. In total, it has over 80 million listeners and users. Online courses on 12 languages, including Chinese, Arabic, and Japanese, which are almost impossible to find in other language social networks, are available in the web version and mobile application. The materials presented on the site contribute to the improvement of all speech skills: reading, writing, listening, and speaking. Each lesson is dedicated to a specific topic, the user is provided with a dictionary of the necessary words and expressions, a set of written exercises to consolidate the learned material, a test to check knowledge, and a mandatory dialogue with a native speaker of the target language. Students' work is redirected to each other, everyone can become a teacher and advisor for those who are studying their native

language. Having got a job, “teachers” correct mistakes and help their “students” to understand the language.

Most of the materials presented on the site are free. If you want to get access to video tutorials, or you need a certificate of completion of the course, this can be done by purchasing a premium account. In addition to the above languages, here you can learn English, Russian, French, Italian, German, Spanish, Turkish, Polish.

You should also pay attention to the project My Language Exchange.

More than 3 million people use this social network. If you want to find a pen-friend and improve your foreign language, this is the site you should pay attention to. This project features 115 languages, including major European and Asian languages, as well as a variety of language games and a library. Like any social network, it provides the ability to exchange text messages, as well as negotiate communication via Skype.

Duolingo.com is a free international language network, which was launched in 2011. The learning system is built in the form of interesting lessons using elements of the game, as they progress through which students help to translate websites, articles, etc.

Besides the web project, Duolingo has a mobile app. Duolingo features not only the most popular European languages such as English, German, and French but also Spanish. Swedish language courses are planned for next year. Currently, the Duolingo program is widely used by school teachers, as it presents excellent exercises aimed at developing and improving listening and translation skills. This project motivates for the regularity of classes (daily reminders are sent to the mail), and you can set the rhythm yourself.

Babbel.com is a social network founded in Germany in 2008 for learning foreign languages, which provides an opportunity to study 14 languages. The target audience of this site are students with a level of proficiency in the Intermediate language and beginners. In addition, there is an opportunity to improve their knowledge of a foreign language in the field of marketing, advertising and PR, etc. Each course consists of short lessons, which, in turn, contain new words and phrases, exercises to memorize them, and grammar training. The revision manager helps you practice your vocabulary skills. The mobile application is actively used, there is an opportunity to work off-line [1].

Es.coeffee.com is an interesting website for language exchange and language games. This site offers several language games that can be played online. For example, “Word Explainer” (the goal of the game is to guess the words from the descriptions of other participants and offer a description of your words), “Make a Phrase” (the goal is to make the correct phrase or phrase from the proposed words). The site contains 183 languages.

Verbling is an online resource for students to find tutors for online classes. Lessons are held individually and in small groups, maximum of nine people. The choice of a teacher (necessarily a native speaker) is left to the student himself. After reading the teacher information and student testimonials, you can book a trial lesson and test your knowledge.

All classes are conducted through the Google Hangout app. In the lesson, work can be carried out both on pronunciation, vocabulary or grammar, and listening, speaking, or writing.

Conversationexchange.com - Thanks to this resource, you will have an excellent opportunity to communicate with other users in the chat, improve the level of proficiency in a foreign language, and, among other things, get acquainted with the culture of the country of the target language. Depending on what skills you prefer to develop and improve, your communication can take place both in the form of correspondence and “live communication” via Skype. For more confident listeners, this language platform provides an opportunity to learn about native speakers who live in your city and are ready to communicate live in a public place. However, one should not forget that according to the rules of this social network, your communication should be an “exchange”, that is, you are both a student and a teacher, helping your interlocutor in mastering a new foreign language for him.

FluentU is all about learning from TV shows, video clips, cartoons, and more. The library of videos is huge. You can tap on a word at any time to see a variety of examples of its use, including examples from other videos. The teaching methods here are entirely up to you. This content is universal, suitable for all language proficiency levels. In total, the site offers 12 languages for study.

Speaky.com is the next social network applied for language practice. The site was developed in 2014 and for the first time was called "Gospeaky". Later it was renamed Speaky, the design was changed, making it brighter and livelier. The site is intended for written language practice.

For those who experience difficulties in dealing with stranger's page, the developers have compiled a list of phrases that are appropriate to use in such a conversation (Hints).

Tandem is a network that so far exists only in the form of a mobile application. Currently available in English, French, German Spanish, Portuguese, Japanese and Chinese.

English, Baby! is a social network and online course for teaching American spoken English. The service has over 1.6 million subscribers, making it one of the largest and most successful online communities for learning English for both students and teachers. Very popular "English, baby!" in China, where about a quarter of its users live. Other countries, such as the United States, Brazil, Turkey, Egypt, and India, are also showing wide interest [2].

"English, baby!" contains several thousand ready-made English lessons. In the videos presented on the site, popular actors, musicians, and athletes clearly explain the ways of using a particular word or phrase; and non-native speakers share their learning experiences. Video lessons are shot in different styles, for example, in the style of soap operas or reality shows, and the audio lessons are based on scenes from modern life performed by native English speakers. Lessons include English grammar, quizzes, and vocabulary building.

This platform will be interesting not only for those studying a foreign language, but also for teachers, since "English, baby!" provides an opportunity to create your own, or use in your classes the English lessons already existing on the site.

Memrise is a unique social network that uses the most advanced mnemonic techniques to help users remember information faster and more efficiently than any other method. Students can either take advantage of the courses already available on the site (and there are over 6 thousand of them) or create their own.

Words for memorization are given in certain portions (you can choose how many words you go to learn per day) and each course includes several levels.

The number of Internet resources devoted to the study of foreign languages is large and it is constantly growing. Most of the sites are designed for people who have mastered the initial level of the language and who want to practice "live" communication with a person for whom this language is native. Such social networks are an excellent help in the educational process, while the teacher can only organize the work of his students in the classroom or after school hours. Using linguistic social networks in learning a foreign language helps to diversify the learning process, make it interesting and exciting. Thus, we can conclude that linguistic social networks are an effective method of teaching a foreign language.

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CHALLENGES AND PROSPECTS OF USING MULTIMEDIA TECHNOLOGIES IN DISTANCE LEARNING

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Abstract: In this article we defined the efficiency of using computer and multimedia technologies in distance learning. Organization of distance education will allow many correspondence students to solve the problems of lack of time, financial costs, the search for the necessary textbooks, reference books and other manuals in a foreign language. Thus, the distance learning form is an effective option for implementing the ultimate goals of teaching students of humanitarian specialties by correspondence courses.

Key words: ICT, information resource, information technology, distance learning, Moodle, Camtasia studio, foreign language.

Currently, the most common types of training are courses based on “case technologies” and ICT tools, Internet courses. This is due to the fact that these technologies are relatively inexpensive, but at the same time they have a number of advantages, which can be distinguished as the prompt transfer of information of any volume and type to any distance; long-term storage of information in computer memory using e-mail; the ability to edit, print information, etc. .; the ability to access various sources of information (remote databases, numerous conferences, etc.) through the Internet; the possibility of interactivity and operational feedback during the dialogue with the teacher or with other participants in the training course; the possibility of organizing telecommunication projects, conferences.[1]

The effectiveness of distance learning depends on the technology used in it. The capabilities and characteristics of distance learning technology should provide the maximum possible effectiveness of the interaction between the student and teacher within the system.

One of the most famous and widespread distance learning management systems is the Moodle system. This system allows you to create a single educational space for students and teachers of the course, has a simple, intuitive interface that is compatible with most browsers.

The advantage of the courses created in Moodle is the presence of a real educational process without leaving your home - if you have access to the Internet or from classes at a convenient time for the student.

In our educational institution, they widely use the Moodle system for distance learning and for working with underperforming students.

On the other hand, the explosion of technological innovations is changing the understanding of the nature of distance education. Nowadays, distance education includes such different, even diametrically opposite approaches, such as self-study and study in an extended (virtual) audience. Now, distance education is determined not so much by its carriers and delivery vehicles as by the nature of the interaction of training partners.

With the complexity and expansion of distance education technologies, the circle of organizations and structures that are somehow involved in this process is growing. Technology is becoming part of the infrastructure of the educational institution: from now on, projects involving not only research and / or administration, but also teaching as such should be considered with equal attention. Consequently, there is a wider community of entities interested in investing in educational technology.[2]

Although distance learning has more than a hundred years of history, distance learning as a term in everyday life is not more than ten years. Some believe that distance learning is not a special approach to learning, but rather a reflection of the deep currents and changes in the educational

paradigm. In this sense, distance learning as a term serves only as a label for these changes. Within a few years, this label will disappear into oblivion, since the mechanism of new relations and new technologies has already been launched, and they will soon inevitably merge with the main stream of the process of development of education.

At present, distance learning and higher education are in the process of adapting to changes in society. New techno-infrastructures are beginning to define the essence of the educational environment in the same way that once the emphasis on the classroom and the campus led to the concept of class time. A rethinking of the role of education is now brewing, now less dependent on geographical location and more on the interests of professional communities, which educational institutions are called upon to satisfy by training young cadres and retraining old ones. The same trend will be expressed in the near future in the mass processing of curricula. New technologies of distance learning are excellent for assessing the success of students "according to the results", and therefore for building programs focused on the delivery of real results. Thus, distance education will give students the opportunity to be autonomous cognitive subjects, significantly change the usual teacher-student relationship. Moreover, new technologies, environments and methods will make it possible to unambiguously determine the goals and objectives of education that have long been implied, namely, preparation for decision-making, actions in uncertain problem situations, the development of a value system, intercultural interaction and communication. All this can become a reality with the introduction of distance learning methods.[3]

Distance learning emerged from the past decade as a serious contender for a change in all higher education.

The depth of this change is determined by trends in the use of technology, in the revision of relations between educational institutions, between educational institutions and students, in the emergence of new types of activities within educational institutions. The current situation offers educational institutions an unprecedented opportunity to create an educational environment where technology will be primarily focused on the needs of students.

Distance learning removes many psychological problems associated with the communication of students; allow them to be more sincere. The opportunity to work on their thoughts helps students eliminate the errors of verbal communication. The openness of distance forms of activity certainly expands the worldview of trainees to a planetary level. The territorial remoteness of all countries and continents is no longer an obstacle to learning and communication for those who begin to work with e-mail or the Web-system of the Internet. In this regard, in order to interest, and not scare, the future distance learning student, it is necessary that:

1. The student had the opportunity to select the necessary information and convenient tools for its receipt.

2. In the "introductory lectures on the subject", the prospects of its (subject) application were mandatory indicated, for which it is studied and its priority in the life of a future specialist.

3. The form for presenting tasks and the ways of working on them were understandable and accessible to users who did not have special knowledge in the field of computer technology and software.[4]

In addition, distance education as a form of learning, allowing the learner to connect with any point on the planet (if it is connected to the Internet), gives him thereby a powerful incentive in learning foreign languages, because only with their help can he fully use the opportunities for acquiring new knowledge that distance education provides. Therefore, the study of foreign languages is an integral component of distance education, and without this component, the possibilities of DL are significantly narrowed.

According to a brief explanation of the creators of the system themselves, Moodle is "a software product that allows you to create courses and web sites based on the Internet." One of the advantages of Moodle is that all the data used to create the course is stored on a university-wide server, which makes it easy to move, load, edit and delete them, while any change automatically

becomes visible to course participants. In addition, the use of Moodle helps to dramatically increase the time and intensity of communication in the educational space.

Camtasia Studio is one of the best solutions for preparing video presentations and interactive training courses on working with computer programs. TechSmith's solution allows you to create professional-quality videos and publish them in the most common formats and on any media without the help of professional programmers and multimedia production specialists. Camtasia Studio supports the most common multimedia formats.[5]

Unlike applications that work on the principle of screenshot animation, Camtasia Studio program performs video recording of what is happening on the screen in real time and with higher quality compared to competing products.

In modern conditions of the development of pedagogical science, priority areas have been identified that will allow developing the education system in the context of the formation of the information society, which is based on information technology, telecommunications and distance education technologies.

One of the opportunities for improving multilevel teacher education is distance education, which has been actively developing since the mid-90s. The term "distance education" refers to various educational models for which it is common that some or all students and teachers are spatially separated. Like all types of education, various models of distance education are built on the basis of the main components of the learning process: presentation of subject content; interaction with teachers; performance of practical tasks.

Distance education makes it possible to make education accessible to the general public regardless of their place of residence, age, living and working conditions on the basis of full equality and depending on each person's abilities and, thereby, fulfilling the population's needs for educational services, and countries in high-quality specialists; implement important and constructive ideas of advanced and continuing education, be able to respond to constantly changing demands of the labor market; to compensate for the reduction in state funding to strengthen international integration, relieve social tension, increase social and professional mobility of the population; to preserve and increase knowledge, personnel and material potential accumulated by the domestic education system, make fuller use of the pedagogical and scientific potential of universities, make effective use of existing and promising means of new information technologies and solve a number of other socio-economic problems.

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THE USE OF IT IN TEACHING FOREIGN LANGUAGES

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The given article considers advantages and benefits of using IT technologies in teaching foreign languages. The author points out that implementation of multimedia resources motivational for leaners and teachers as well.

The use of computer technology in teaching, in particular, foreign languages has significantly changed approaches to the development of educational materials in this discipline. Interactive training on the basis of computer training programs allows to realize more fully the whole complex of methodical, didactic, pedagogical and psychological principles, does process of knowledge more interesting and creative, allows to consider an individual rate of work of each student.

The practical use of IT involves a new type of cognitive activity of the student, the result of which is the discovery of new knowledge, the development of cognitive independence of students, the formation of skills to independently full fill knowledge, search and navigate the flow of information.

The current stage of development of the information society involves the widespread use of information and communication technologies in education. And this is not just a trend of the time, it is an urgent need, as:

1) IT contributes to the intensification of the education process, as it accelerates the transfer of knowledge from one person to another;

2) the use of IT contributes to the quality of education, people can gain the necessary knowledge during the whole life.

One of the problems of learning a foreign language is the distance of the student from the country of the target language. Previously, teaching foreign language communication was built in such a way that students were forced to stage communication in a foreign language through role-playing games, dialogues, etc. The use of IT solves this problem by expanding the scope of the classroom and letting foreign language reality through the Internet. Communication with native speakers becomes easier and more accessible, becomes visible and audible. The information received is up-to-date and authentic. All this mentioned above give motivation to learn a foreign language and helps to achieve the goal of learning.

The use of ICT in a foreign language lesson opens up new prospects and possibilities for greater mastering language, for the widespread use of forms of individual and group work (via the Internet).

New information and communication technologies should contribute to "a better world in which everyone get benefit from education, science, culture and communication". ICTs have a huge impact on education, as they "give immense possibility of completely new methods of teaching and learning".

Thus, the introduction of computer technology creates necessary conditions for the intensification of the educational process. They allow you to practice the use of psychological and pedagogical development, providing a transition from traditional learning to master the ability to independently acquire new knowledge. Computer technologies contribute to the revelation, preservation and development of personal qualities of students.

Moreover, the computer provides a comprehensive (current, midterm, final) control of the educational process as well. As we know, control is known to be an integral part of the whole learning process and serves as a feedback between the student and the teacher. When using a computer to control the quality of students ' knowledge, a greater objectivity of assessment is achieved. In addition, this type of control can substantially save learning time, as carried out simultaneously check the knowledge of all students. This gives opportunity to the teacher to concentrate his or her attention to the creative aspects of working with students.

It should be noted that the computer removes such a negative psychological factor as fear.

During traditional classroom sessions, various factors (pronunciation defects, fear of making mistakes, inability to articulate their thoughts aloud, language barrier etc.) do not allow many students to show their real knowledge. Being alone with the computer, the student, as a rule, does not feel repressed and tries to show the maximum of his knowledge.

The most commonly used in the educational process IT tools include:

1) electronic textbooks and manuals demonstrated using a computer and a multimedia projector;
2) electronic encyclopedias and reference books;
3) simulators and testing programs;
4) educational resources of the Internet;
5) DVD and CD discs with pictures and illustrations;
6) video and audio equipment;
7) research and projects;
8) interactive whiteboard. [1;105]

These IT tools create favorable opportunities for foreign language lessons for the organization of independent work of students. They can use computer technology to study individual topics, and for self-control of knowledge. Moreover, the computer is the most “patient” teacher, able to repeat any task as much as necessary without getting tired.

Multimedia presentations are widely used by almost all teachers. They are convenient and useful for both teachers and students. Having basic computer knowledge can create original teaching materials that will captivate, motivate and target the students for successful results.

21st century is the century of information technology, brings about changes in the traditional teaching of the English language. The Internet and the computer are technical and inalienable means of teaching foreign languages that have not been invented specifically for this purpose and perform other functions in the first place. However, due to their great potential and advantages, they attract the attention of teachers, practitioners and methodologists all over the world.

Lessons conducted on computer programs are of great interest and share a lot of positive emotions to students. The use of computer not only promotes increase of interest to education, but also gives the chance to regulate presentation of educational tasks of difficulty degree, encouragement of the correct decisions. In addition, the computer allows you to eliminate one of the most important causes of a negative attitude to learning - failure due to lack of understanding of the material or a gap in knowledge. Working on the computer, the student is able to bring the job to the end, relying on the necessary assistance. The computer is loyal to a variety of student answers: it does not accompany the work of students with praiseworthy or negative comments, which develops their independence and self-confidence, which is an important factor for the development of student individuality .[2;35]

Nowadays, there are many computer programs that assist the teacher of a foreign language and students in mastering the English language. Computer training programs have many advantages over traditional teaching methods. They allow to train different types of speech activity and combine them in different combinations, help to understand language phenomena, to apply integrated skills, to form linguistic abilities, to create communicative situations and intensification of independent work of students.

The Internet has expanded the resources available to language teachers and learners to an almost incredible degree. Teachers and students alike can access information about countries where the target language is spoken and learn from and about the people who speak the language. Internet technology gives immediacy and context to World Language Learning. It is a very good way to captivate students’ interest. Technology can certainly enhance the student’s ability to develop an awareness of another people’s way of life and they can see links between communication and culture. Using the Internet for research in the classes opens the door to an entire world of information for students. With the rapid changes brought about by globalization and technological development, teachers need to understand that they are entering or have entered the biggest language revolution ever. When using

computer technology in the work changes and the role of the teacher, whose main task is to support and guide the development of the personality of students, their creative search. Any good teacher can of course engage his students into the learning process using traditional methods. I am not saying that teachers must use technology in every lesson. But I believe that if we as educators want to keep up with the pace and amount of information delivered through technology, we cannot hold on our old practices any more. We have to communicate and share ideas, collaborate with other colleagues, learn about and deliver best practices of other educators. [6;202]

Finally, we can say that, information and communication technologies accelerate the whole learning process, increase learner's motivation to learn a target language and the formation of individual, creative, cognitive abilities. It is information technology that make “boom” in other words revolution in the educational process in which students will be able to fully reveal their creative potential, to show their research abilities, imagination, creativity, activity and independence. I cannot see how a doctor will be able to provide a cure for the illnesses for which research is still trying to find better treatment without being up-to-date himself. A doctor who gets his degree and opens an office practicing his profession with the same old prescriptions will undoubtedly be unsuccessful if not deserted. The same thing applies to educators. The need to be up-to-date is urgent if we don’t want to be lagging behind

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OPTIMAL IMPLEMENTATION OF COMPUTER TECHNOLOGIES IN ENGLISH LESSONS.

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Annotation. The tasks of modernizing education cannot be solved without optimal implementation of information technologies in all its spheres. The use of information technologies gives an impetus to the development of new forms and content of traditional activities of students, which leads to their implementation at a higher level. Working with a computer should be organized so that from the first lessons of the initial stage of training it becomes a powerful psychological and pedagogical means of forming a need-motivational plan of students ' activities, a means of maintaining and further developing their interest in the subject being studied.

Keywords: technology, traditional methods, multimedia, electronic dictionaries, electronic annotations, smart learning systems, display information, individualization.

In recent years, the use of new information technologies has been increasingly raised. These are not only modern technical tools, but also new forms of teaching, a new approach to the learning

process. The use of multimedia tools helps to implement a person-oriented approach to learning, provides individualization and differentiation, taking into account the characteristics of students, their level of learning, and aptitudes. Learning English using computer programs is of great interest to students.

Existing disks allow leaners to display information on the computer screen in the form of text, sound, video, and games. Learning using a computer makes it possible to organize the independent work of each student. Integrating a regular lesson with a computer allows the teacher to shift some of their work to the computer, while making the learning process more interesting and intense. In this case, the computer does not replace the teacher, but only complements it. The selection of training programs depends primarily on the current training material, the level of training of students and their abilities. [1, pp 20-32].

Working with a computer not only helps to increase interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and encourage correct solutions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude to learning – failure due to a lack of understanding of the material or a problem in knowledge. This aspect is provided by the authors of many computer training programs. The student is given the opportunity to use various reference manuals and dictionaries, which can be called up on the screen with a single click on the mouse. Working on a computer, the student gets the opportunity to complete the task, relying on the necessary help.

Significant progress in the development of personal computers and computer technologies leads to changes in the process of teaching foreign languages. Active and appropriate use of the computer in the English lesson is possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity to speak, listen, read, and write. When learning to listen, each student gets the opportunity to hear a foreign language. When learning to speak, each student can pronounce phrases in English into a microphone. When studying grammatical phenomena, each student can perform grammatical exercises, has the opportunity to solve crosswords, chain words, search for words, and perform game exercises.

In the practice of using a computer in the educational process, its training function is emphasized, and also, the computer is a tool that organizes and manages the independent work of students, especially in the process of training work with language and speech material. [2, p 48].

The scope of computer use in teaching foreign languages is unusually wide. The computer can be used effectively to familiarize yourself with new language material, new patterns of statements, as well as with the activities of communication in a foreign language. At the training stage and at the stage of applying the formed knowledge, skills, and abilities, the computer can be used in a wide variety of communication tasks and situations, taking into account the personal characteristics of the trainees.

It can create optimal conditions for the successful development of the program material: at the same time, it provides a flexible, sufficient and feasible load of exercises for all students in the class. In addition, it is difficult to overestimate the role of the computer as a means of exercising control over the activities of students by the teacher, as well means of forming and improving self-control. In difficult cases, the computer allows the student to get the necessary information of a reference nature in a short period of time, to present him with certain "keys" for the successful solution of the task.

An important feature of a computer in the educational process of a foreign language is that it can be a" companion " of the student, i.e. it can work in a communicative-oriented dialog mode and in a certain way, for example, using graphical tools, an analyzer and a speech synthesizer, make up for the lack of a natural communicant by modeling and simulating its non-speech and speech behavior. [4, pp 120-129].

The computer allows you to present on the display screen elements of a country-specific nature, features of the environment and the situation, which can be used as a background for the formation of speech activity in a foreign language for students. The computer has great capabilities for creating color images that can be transformed within the specified limits.

The noted features of the computer make it an excellent technical tool for various kinds of explanations and generalizations of the phenomena of language, speech, and speech activity.

At present, all schools and high schools provide early education in foreign languages for students. Often in foreign language lessons, the process of involving students in oral speech on various topics is not interesting. When working with computers, this is excluded, since the visibility and situations on the monitors that are necessary in the lessons are quite real – "images" move, speak English, ask questions, etc. Some teachers may ask: will the lesson not turn from a creative work into something entertaining? No, because in order to get a good grade when working with a computer, the student has to work creatively. He does everything with joy and the teacher has to buy the necessary electronic textbooks and make a selection of the necessary situations for them, as well as print out additional questions and texts and transfer them to all computers, so that at a certain point in the lesson, students can sit at certain computers, find and open the desired folder in "My documents", perform, for example, an audition or reading test. This is a lot of work, but it justifies itself. The joy of learning-that's what gives the use of computers in the classroom. And this, in turn, together with the development of thinking leads to the development of initiative speech. [6, pp 144-150].

Each child has an internal motive aimed at cognitive activity. The task of the teacher is to contribute in every possible way to the development of this motive, not to let it fade away.

Now there is a wide variety of modern multimedia textbooks, where you can find enough exercises for students of all ages and different knowledge.

The program "Professor Higgins" provides a great help in teaching phonetics, articulation, rhythmic intonation and pronunciation skills, to increase the motivation of students to learn English. English without accent" and a number of other multimedia textbooks. [7, pp 52-56]. Sounds, words, phrases, and sentences are perceived by students audibly and visually. Students have the opportunity to observe articulation movements on the computer screen and perceive the correct intonation by ear. At the same time, due to the high enough imitative abilities of students, the correct samples are imprinted in their memory.

Great help in teaching phonetics, articulation formation, to increase the motivation of students to learn English is provided by the program "Professor Higgins. English without accent", "English from A to Z" " English. Me and my family". [8, p 214].

To prepare for the exam, I use " English. Express exam preparation" and other training programs. Very interesting English language training program "Learn to learn" (national and regional component of the Republic of Sakha (Yakutia).

The computerization of our society calls to life and the emergence of an increasing number of people who want and can use these smart machines in everyday life.

Conclusion

Computers make life easier and more interesting. After all, if you can use this machine for an hour or two to attend training courses on the Internet on any subject of school and extracurricular programs, see the world in its current state and diversity, communicate with a huge mass of different people and get access to libraries, museums and exhibitions that you can only dream of, then there is really no better means for self-development and individual education and self-education. [10, pp 43-47].

Properly organized work of students with a computer can contribute in particular to the growth of their cognitive and communicative interest, which in turn will help to activate and expand the opportunities for independent work of students to master the English language, both in the classroom and outside of high school.

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TEACHING ENGLISH THROUGH MULTIMEDIA

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Abstract. One of the techniques in improving the students' academic needs is providing multimedia during the process of teaching and learning in the classroom that helps them to develop English language skills. This article describes the method that could assist the students to develop their skills in English through multimedia such as print text, film, video, radio, computer, and Internet. Multimedia classroom provides the students chances for interacting with diverse texts that give them a solid background in the tasks and content. The research uses a qualitative method giving a deeply description using multimedia in the classroom.

Key words: multimedia, print text, technique, electronic resources, motivations, verbal comprehension, web page link.

Introduction

The population of student learning English as a foreign language has been progressively increasing from year to year. In order to succeed in, these students must improve not only linguistics, but also academic skills. These skills involve using English to obtain knowledge by reading academic texts, writing acceptable academic text, conducting and reporting research. Some people from scholastic field said that the curriculum need to be changed, including the purpose of teaching them English, the textbook, and the methods. To meet the students' academic needs and help them develop strong English language skills, there are a number of ways requirement to be applied. One of the techniques to improving the students is using multimedia in the process of teaching and learning in the classrooms. Multimedia use in classroom will provide opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream courses. Furthermore, educational technology is expected to become an integral part of the curriculum. Students must become proficient in accessing and using electronic resources. This article describes the method that could help the students to develop their skills in English through multimedia: print text, film, video, radio, computer, and Internet. As students, they must be dealt with the subject found in resource material; also, they are able to choose the resources that best suitable the points they wish to make. However, the courses are not included research skills, making research reports to challenging their English language skills.

Overview of Multimedia

The new multimedia technology mainly refers to the multimedia computer technology, refers to the comprehensive management and control of multimedia information including text, graphics, animation and moving images, etc, and to establish logical link of information, and will "interaction" enter the system function. This is a completely different traditional simple combination of multimedia technology. The computer multi-media technology integrating audio-visual information system of digital signal, then can easily storage, manipulation, control, editing and transform even query and inspection? People can describe, release, and deal with various kinds of audio-visual material, using multimedia technology, representations of nature, have more participation and creativity.

Multimedia Classroom

The time it takes to earn the degree in education today is based on an increasingly out-of-date model: so many hours in a classroom entitle a student to a delivery in the form of a grade, and so many receipts can be exchanged for a qualification in the form of a degree. Traditionally classroom situation is teachers stand in front of the students, giving explanations, informing, and instructing. They usually use chalk to write something on the blackboard. These technique needs slightly to be modified regarding with the development of the technology. The using of multimedia in classroom cannot be rejected any longer. That will make possible for teachers giving more opportunity to students more enjoy during the course. Compared with traditional classrooms, multimedia classrooms setting differ greatly. All the equipment is available and makes the students feel comfortable to study.

In general multimedia is the combination of visual and audio representations. These representations could include elements of texts, graphic arts, sound, animation, and video. However, multimedia is restricted in such systems where information is digitalized and is processed by a computer. Interactive multimedia and hypermedia consist of multimedia applications that the user has more active role. Education is perhaps the most useful destination for multimedia and the place where multimedia has the most effective applications, as it enriches the learning process.

The usage of multimedia makes consumption of print texts, film and Internet to develop and improve linguistics and knowledge. Through their interactions with multimedia students,follow sustained study of one content area through focus discipline research becomingenthusiasticallyinvolved in the process of meaning construction within and across different media. Working though the complex mixture of meanings, surrounded within different texts encourages students to make connections as they build a wider range of schemes, which are then available to help understanding future texts. Using print, film and Internet as resources for studying provides students with opportunities to gather information through motivations that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Students develop solid basis in several subject areas and become “content experts” in one. Thus, they greatly increase their overall knowledge base, as well as their English language and critical literacy skills.

The Computer Internet

Computer technology has given us Internet, which has various uses. Dealing with education, Internet presents the students a wide range of collection of English language scripts in many discipline branches. With the rapid spread of the personal computer, many institutions of higher education created a diverse collection of authentic English language texts dealing with a wide variety of interdisciplinary topics. At each web page link, students have the advantage of reading print texts with the benefit of immediate visual reinforcement provided by pictures and slide shows, facilitating the collaborative effects of print and visual information processing. Integrating the Internet profits the additional benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on to the Internet and beginning research on their own. Overall, students develop self-confidence in their ability to use English because they need to interact with the Internet entirely through reading and writing. Using the Internet for focus discipline research not only teaches higher order thinking skills, but also promotes critical and social literacy as students

encounter a variety of information, synthesizing that information through cooperation and collaboration with their peers. However, the general uses of computers are rarely found in traditional classroom. For instance, students attend the regular classes that were taught to write the standard essay. With the technology use, the students do not only literate the ability to read and write but also to be able to understand music, video, hypertext and networked communications.

The Print Text

The Print text used in presenting students with sophisticated reading that contains cognitively demanding language and introduces a wide range of vocabulary. However, these texts may be difficult to understand. This is suggested to present in printed and visual text. In writing class of using multimedia, students watch the selected video novel. It is obviously that in the multimedia classroom students are engaged to learn how to brainstorm, how to use groups for draft and how to analyze other presentations. However, to benefit from the Internet, the students have to learn to navigate and then evaluate the information found there. The students must know how to use search engines, web browsers, and met sites evaluate information in terms of its validity and reliability. Therefore, to guide the students in determining whether an Internet source is reliable and credible, students should consider the source and period, as well as the evidence supporting the information provided. As the students become more comfortable surfing the Internet, they discover it to develop not only content area knowledge but also to improve their language skills. They know how to compose an essay, using information from the sources they have found in the Internet; also, they learn how to cite references in a bibliography.

Teaching English using multimedia such as print, film, video, Internet to students encourage them to write a critical analysis on assignments. Overall, the students' achievement increased significantly. In addition, their feedback on discussions is very positive. They attribute this improvement to the multimedia model that the texts teach them English and provide helpful information in other courses and the film and Internet help them make material easier to understand because they see, hear, and read about the topic.

The Film

Film is provided a visual material. The students can read a print text and watch the film later. The film can clarify comprehension, consolidate concepts and reinforce learning. The students fully understand both visual and verbal comprehension by watching the complete film in various areas of academic discourse such as psychology, environmental science and others to broaden the verbal and written perspective. After viewing a film, the classasked questions about the movie and assigned essay topics, to help the students to brainstorm.

Conclusion

The analysis shows the advantages of using multimedia as a technique in teaching process in the English classroom, and both teachers and students benefit from using the multimedia technologies in learning process. Through the interaction with multimedia, students become increasingly familiar with academic vocabulary and language structure. Internet connection will increase students' motivation. Multimedia technology makes the current teaching process be lively, increases the communication between teachers and students, achieves immediate feedback and makes teaching methods be more flexible.

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THE ROLE OF INTERNET TECHNOLOGIES IN THE CURRENT TRAINING CONCEPT OF FOREIGN LANGUAGE

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Abstract. This article attempts to highlight the main advantages of using the Internet and modern computer technologies in the practice of teaching foreign languages. The use of the Internet in teaching foreign languages is actual nowadays. Involved in the practice of teaching foreign languages teachers can get any kind of information from the Internet. The article also discusses the reasons for using the Internet in teaching foreign languages and welfares in teaching process. The article analyses a widespread influence of the Internet technologies on the learning process and achievement of knowledge by students in the aspect of learning foreign languages.
Key words: Internet technologies, authenticity, literacy, interaction, information and communication technologies, computer skills.

Introduction

The usage of technology in the teaching of foreign languages is not unique. Videotape recorders, language workshops and videos were widely used in the practice of English language teaching since the 1960s. In the early 1980s the practice of teaching a foreign language through computer technologies and materials began to be applied; Soon these methods were qualified to recommended, and then to compulsory methods of teaching foreign languages. In 1990 the widespread access to information and communication technologies and the use of computer technology in the practice of teaching foreign languages has turned to access of the Internet and network tools.

Rapid development of the Internet in the 1990s has a wide impact on the learning and acquisition of knowledge by students in the aspect of learning foreign languages. From this instant, the Internet becomes an extraordinary foundation of information in the practice of teaching foreign languages.

This article attempts to highlight the main benefits of using the Internet and modern computer technologies in the practice of teaching foreign languages. The use of the Internet in teaching foreign languages is actual nowadays. Involved in the practice of teaching foreign languages teachers can get any kind of information from the Internet. The Internet also provides an answer to almost any question. Most teachers believe that they can benefit a lot from using Internet resources. The Internet is used as a way of obtaining information, restoring knowledge or sharing experiences with other teachers from other countries. With the help of the Internet, teachers' qualification improvement, all kinds of testing and certification are available, confirming the level of language skills and mastery of the teacher. Some representatives of the western linguists offer the main reasons to use the Internet for teaching foreign (English) language. The reasons of implementing the Internet technologies in the learning process are as follows:

-Authenticity;
-literacy;
-interaction;
-factor of living language;
-empowerment.

Scientists believe that the Internet makes available not too expensive method of learning a foreign language that meets the requirement of students in modern world. The Internet provides an

opportunity for students of a foreign language to interrelate with the speakers of the studied language up to 24 hours a day, by this means introducing the student into a long-term active process of learning a foreign language, and also allowing him to indicate the time and place of instruction.

Some foreign specialists determined several possible reasons for using the Internet in teaching foreign languages.

Firstly, the usage of the internet is that the linguistic nature of online communication becomes required for encouraging language learning. Secondly, network resources create optimal conditions for learning writing, as they are a genuine audience for written communication. The third possible reason is that online communication multiplies the motivation of students many times. The last possible reason is the self-confidence of Internet users that mastering computer skills is important for the future successful functioning of the student in the process of Internet communication. This involves not using the Internet to learn a foreign language, but, on the contrary, the motivation to learn a foreign language for the consequent good orientation of the learner on the Internet.

So, both sides of the procedure of learning a foreign language — a teacher and a student — are interested in applying Internet technologies in the process of learning. The advantages of using online resources for teachers:

Some scientists say that the Internet is one of the factors that has a significant contribution to promoting the use of computers for language learning. The increase of computer-based communication through the Internet has changed more than anything else; the use of computers in learning of foreign languages is raised rapidly at the end of the 20th century. With the advent of the Internet and the computer — both in society and in the audience transformed from a tool for processing information and display to a tool for processing information and communication. For the first time, foreign language learners can now communicate inexpensively and quickly with other students or speakers of the studied language throughout the world. Famous foreign specialists in their works devoted to the topic of the article also mentioned one of the advantages of using computers and the Internet in the practice of teaching and learning languages especially for teachers. He cited that, in essence, the computer and live language communication have now become a common resource, always available to the target audience on the board. Teachers and students can use the board to show the contents of the CD-ROM and the Internet, and this content can be annotated, illustrated, saved and printed.

In most situations, this content can be used as a special resource. Therefore, among the various advantages, the first and main advantage is the provision of the teacher with a large number of training resources via the Internet. It is through the Internet that teachers can easily obtain various materials for teaching students. Some of the major sources of materials are sites, such as One Stop English, which has a huge database of materials and lesson plans for regular use, and the BBC also has many resources on its teaching English platform.

The following are some of the media and databases provided on the Internet.

1. News Department for Students, Parents and Teachers

For students: new resumes, quizzes, fresh news, science news and crosswords.

For teachers: daily educational news about partner programs, news, lesson plan archives, and a forum with fellow teachers on educational portals and websites.

2. Online news: including news from Africa, America, Asia, Europe, Oceania and other international fields. International Service of the BBC, Radio CBC

3. The Center for Educational Resources

4. Internet Cinema Database

The next advantage of using the Internet as a means of teaching a foreign language is the opportunity to improve one's own knowledge, skills in a foreign language directly for the teacher.

Here are some professional magazines, which are presented online version on the Internet.

1. TESL-EJ — focuses on the theory and practice of teaching languages.

2. The Internet Journal of TESL, which includes short, practical articles.

3. Language, Student & Technology is a research journal for the teachers of the second foreign language.

The third advantage of using the Internet in the practice of teaching English is the opportunity for a foreign language teacher to come into contact with colleagues from other countries, develop skills of writing and speaking, exchange experiences and information with teachers of other educational institutions.

Teachers can also join international organizations in order to maintain close professional contacts with colleagues from other countries, to be aware of the emergence of new educational technologies, and to improve in terms of methodology. Sheerer and Malone identify some international professional organizations that have their own websites. Below is a list of these organizations.

1. TESOL
2. International Association of Teachers of English as a Foreign Language
3. Japanese Association for Teaching Languages
4. Association of International Educators
5. National Council of English Teachers
6. American Association of Applied Linguistics
7. Linguistic Society of America

Conclusion

All considered above, through the Internet, teachers can obtain information related to the publication of materials on the teaching of foreign languages. Many publishers, such as Longman or the Oxford University Press, often publish catalogs of their publications on websites.

The usage of the Internet technologies makes it possible to outline the following main points which is the use of computer technologies in teaching foreign languages that is designed to significantly improve the effactiveness of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers and Internet-mediated press) and also the means of new information technologies act as a tool for the education and upbringing of students, the development of their communicative, cognitive, creative abilities and information culture.

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РОЛЬ МУЛЬТИМЕДИИ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА.

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Abstact. The given article describes the usage of multimedia and its results during the teaching of foreign languages. Topics were discussed concerning the necessity of using computer technology at the lesson and different methods which lead to receiving information clearly in foreign language, As there written in the article, the most thing is motivation. It means that the teacher should find the student’s interests and student must feel self-confident.

Компьютерные технологии дают возможность преподавателю использовать на уроке различные подходы к коллективному обучению, способствующие осознанному подходу к усвоению информации на иностранном языке. Этот процесс обучения является результативным и технически подобранным. Естественно, что в данном процессе обучения есть издержки, которых невозможно избежать, но самое главное это мотивация – интерес обучающихся, творческий подход и постоянная жажда получения новых знаний и ощущения самостоятельности. Уроки становятся разнообразными, не похожими друг на друга и отличаются своей индивидуальностью.

Интерактивность урока влияет на уровень сознания и подсознания, а также стимулирует к познавательной деятельности учащихся. Визуальное восприятие информации является самым мощным толчком среди средств в области образования. В процессе изучения иностранного языка все больше внимания уделяется компьютерным технологиям. В ведущих вузах нашей страны процесс компьютеризации, широко применяющийся в других странах, получил широкую популярность и востребованность. Использование компьютерных технологий способствует открытию широких перспектив, как для студентов, так и для преподавателей. Однако, в интернете такое изобилие информации, поэтому необходимо иметь достаточные навыки, чтобы извлекать полезные данные, не затратив при этом много времени и сил. С каждым годом растет объем информации, увеличивается объем учебной нагрузки, все это способствует использованию компьютеров в учебном процессе, т.к. это намного облегчает труд.Использование новых информационных технологий в повседневной жизни, а в частности в педагогической практике преподавания иностранных языков, является актуальной проблемой современной дидактики. Под информационными технологиями в данное время принято считать «мультимедийные средства». Мультимедиа означает «мульти» много, «медиа» среда, при этом в этой среде активная роль отводится пользователю. Широко известные нами мультимедийные обучающие программы сочетают в себе разнообразные формы подачи информации. При помощи мультимедиа на экране воспроизводиться иллюзия реальности, которая заключают в себе диалоговую речь персонажей, со звуковым и визуальным сопровождением.

Мультимедийные технологии эффективно воздействуют на органы восприятие учащихся. Например, современные компьютерные языковые обучающие программы создаются на основе мультимедийных технологий, которые одновременно воздействуют на зрительные и звуковые информационные каналы учащегося. Такой метод позволяет лучше понять и усвоить учебный материал. Помимо всего сказазанного, интерактивный метод дает возможность учащемуся выбирать темп и уровень обучения, а также осуществлять контроль над усвоенным материалом. Все больше и больше на создание электронных словарей, обучающих программ, глоссариев и т.д. отдается предпочтение цветным и анимационным видеороликам с музыкальным сопровождением. Например, на уроках иностранного языка, согласно изучаемой теме, учащиеся имеют возможность увидеть видео ролики с диалоговым сочетанием, а также послушать речь носителя языка.

В настоящее время ни одна отрасль человечества не обходится без мультимедийных средств. Помимо энциклопедий, мультимедийными средствами являются интерактивные лингвистические курсы, интернет приложения и многое другое. Компьютер же это основное мультимедийное средство, посредством которого студент, изучающий иностранный язык может иметь доступ к интернету. С помощью этого средства, учащийся, может использовать электронные словари, учебники, справочники, а также читать электронные журналы и газеты в режиме онлайн. С появлением интернета мы получили такую возможность, как изучение аутентичной литературы и других аутентичных материалов, изучаемого иностранного языка. Использование этого материала повышает навыки чтения, понимания и разговорной речи. Обучая учащихся аудированию необходимо использовать электронные аутентичные записи разговорной речи носителей того или иного иностранного языка, используемые ими в

повседневной жизни. Это могут быть различные диалоги на бытовые темы, интервью на телевидении, запись робота автоответчика и т.д. Выполняемые в онлайн режиме упражнения проверяются и подсчитываются компьютером, тем самым, как правило, развивают навыки письма учащегося. С помощью приложений Skype, Watsup и различных разговорных чатов многие учащиеся общаются со своими иноязычными сверстниками, проживающими на других континентах, что благотворно влияет на развитие словарного запаса, пополняя тем самым не только литературный словарный запас, но и заимствование арготической студенческой лексики.

В наши дни считается важным и необходимым использование мультимедийных технологий в процессе учебной программы. В сфере образования происходят различные нововведения, которые требуют переквалификации преподавательского состава для успешного применения информационных технологий в процессе образования. Коммуникативный метод в образовании, как принципиально новый методический подход, требует системного использования мультимедий в процессе урока. В современных школах интерактивные мультимедийные технологии представлены на базе интернет сетей, при помощи спутниковой и беспроводной связи, а также различных компакт дисков и других носителей информации, которые объединяют в себе текст, звук, графику, фото и видео в одном цифровом режиме. В ходе учебного процесса широкое употребление мультимедийных технологий является одним из перспективных информационных направлений. Учителя из удаленных уголков страны могут обмениваться опытом, различными аудио – видео файлами открытых уроков иностранного языка при помощи мультимедийных программ, таких как Skype, Viber или Watsup через интернет.

Современный этап обучения иностранного языка при помощи мультимедии включает в себя использование проекторов и интерактивных досок. Интерактивная доска, иногда ее еще называют «белой» или «улучшенной» кажется естественной. Чтобы дать более точное определение необходимо обратиться к техническим характеристикам. Технически интерактивная доска с сенсорно-цифровым устройством включает в себя четыре элемента: компьютер, видеопроектор, программное обеспечение и сенсорная доска, управляемая касанием пальцев или стилусом. Доска, подключенная к компьютеру через сеть или при помощи беспроводного соединения, передает информацию через проектор, который проецирует все на доску. И наоборот, благодаря программному обеспечению данные введенные на доску, передаются на компьютер через соединения. Доски могут быть фиксированные или мобильные. Пользователь, таким образом, может осуществлять на доске (при помощи стилуса или движением пальца) действия как на экране компьютера при помощи мышки. В педагогическом аспекте интерактивные доски очень часто ассоциируются с областью, называемой “Call”, которая образовалась в 60-е годы задолго до появления первых компьютеров. Эта область широко использовалась в тестовых упражнениях, базируемых на модели обучения по бехавьеристкой теории, где ученики обучались языку при помощи имитаций и повторений. «Интерактивная доска это тот же самый персональный компьютер, который мы используем повседневно, но он используется в центре класса коллективно, во всеобщих целях». [7, 10] Главный вопрос, который стоит на повестке дня это использование интерактивной доски на уроках преподавания иностранных языков в качестве педагогического потенциала. В действительности интерактивная доска изначально была создана как средство распространения информации. Каким же образом интерактивная доска может развивать знания учащихся? Какие задания можно интегрировать в классе при помощи интерактивной доски? Какие педагогические цели и задачи можно достичь с ее помощью? Данный подход был вдохновлен социо-когнитивной теорией и теорией Выгодского. Исходя из этих теорий, обучение включает в себя прогрессивную конструкцию знаний, которые приобретаются с помощью речевой деятельности. Такая перспектива ставит учащегося в центре обучения, которое построено на коммуникативном методе, что составляет

неотъемлемую часть преподавания иностранного языка. Целью данного курса является предоставить возможность учащемуся обучиться иностранному языку и в дальнейшем практиковать его в жизни.

Составленный при помощи мультимедии урок отличается от традиционного урока: использованием звука, анимации, графики и гипертекста. Во время практических занятий каждый учащийся может быть оснащен стилусом для управления интерактивной доской, либо специально разработанным для этой цели планшетом. Мультимедиа это активная мотивация учащихся, способствующая увеличению интереса обучающегося к изучаемому материалу. Согласно определенному уровню учащегося, обучающая программа может быть адаптирована и содержать в себе многоступенчатый банк заданий и тестов. Целесообразно использовать на уроке различные способы проведения урока, например мозговая атака, круглый стол, аквариум, зигзаг и т.д. Использование метода проекта, в рамках которого осуществляется работа с общественностью, вырабатывает чувства ответственности работы в коллективе. Каждый урок должен основываться на мотивации разностороннего восприятия, интеграции связи с другими дисциплинами и системного анализа пройденного материала. Сочетание наглядной информации одновременно с вербальной, способствует актуальному мотивированному обучению. Использование в процессе урока мультимедийных средств позволяет экономить время, затраченное на приготовление урока за счет использования очень простых и доступных для каждого учащегося средств.

Компьютерные технологии дают возможность преподавателю использовать на уроке различные подходы к коллективному обучению, способствующие осознанному подходу к усвоению информации на иностранном языке. Этот процесс обучения является результативным и технически подобранным. Уроки становятся разнообразными, не похожими друг на друга и отличаются своей индивидуальностью. Интерактивность урока влияет на уровень сознания и подсознания, а также стимулирует к познавательной деятельности учащихся. Визуальное восприятие информации является самым мощным толчком среди средств в области образования. Поэтому разрабатывается очень много уроков и образовательных программ на основе визуального материала. При использовании мультимедийных средств эффективность усвоения материала значительно увеличивается. Ведь недаром есть пословица «Лучше один раз увидеть, чем сто раз услышать». Использование одновременно клавиатуры и мышки в мануальных упражнениях усиливает развитие памяти учащегося. Исходя из данного материала, считается целесообразным выявить коэффициент ассимилированного материала при использовании мультимедийных технологий, который может достигать высоких показателей. Исследования большинства лингвистов в области использования новейших технологий на уроках иностранного языка показывают, что этот метод увеличивает активность учащихся, мотивирует процесс обучения, формирует логическое мышление и способствует развитию работы в группе. Преподавателю предоставляется широкий выбор в творческой деятельности, основанный на полученных результатах.

По мнению многих педагогов, преимуществами мультимедии при работе в языковых классах является облегчение понимания большого количества заданий и благоприятное влияние мотивации на учащегося. Наличие большого количества текстов, картинок, видео и других материалов превращает традиционный процесс в игровую форму обучения. Ученики становятся более активными в этом учебном процессе. Они свободны в действиях, автономны, тем самым управляя своим временем и ритмом. Ученики принимают активное участие в эксперименте, в котором они обучаются, решая проблемы и задания. Это то, что в английском языке называется термином ‘learningbydoing’. Кроме того манера преподавания с помощью мультимедиа крайне отличает процесс от традиционного метода преподавания, и это является наиболее полезным для учащихся, изучающих иностранный язык. Уроки с использованием мультимедий можно внедрить как в разговорной, так и письменной форме обучения. Язык и

разговорная речь, которую ученик видит, слышит и читает, носит коммуникативный характер. Роль учащегося в данном процессе это понимать данное послание, уметь на него ответить. Для этого перед ним ставятся коммуникативные задачи.

В традиционном образовании миссия преподавателя заключается в передаче знаний, исходя из данной методологии. В отличии от большинства традиционных методик обучения, мультимедия способствует расширению прав и возможностей учащегося и изменению роли, как для ученика, так и для учителя. Эволюция материала такова, что в настоящее время вполне можно обучать на основе средств массовой информации. Это не новость, работа над пониманием текста и написанием письменного задания осуществляется теперь при помощи компьютера и дополнительных к нему периферийных инструментов. В случае, если осуществляется самообучение языку, ученик тоже может очень хорошо выучить язык при помощи мультимедийных средств. Кроме этого использование мультимедии в классе позволяет обучению языку без физического присутствия в классе. Примером может служить дистанционное обучение, которое очень широко используется в мировой образовательной практике. Учащийся может сортировать, суммировать, воспроизводить эту информацию с целью ее доступности. Так, Жак Тардиф сравнивает ученика с режиссером. Преподаватель ставит перед учеником задачу, за 50 минут продемонстрировать 80-ти минутный фильм, сохраняя при этом первоначальный смысл запланированного сценария, обеспечивая при этом поддержку и понимание зрителей. Как и режиссер, ученик не может, учитывая пределы его когнитивной структуры мозга и характеристик знаний, полностью сохранить все предложения, примеры, тексты, графические задания и упражнения, предложенные учителем как элемент обучения. Он должен в этом ансамбле предложенного выбрать, чтобы смонтировать, сконструировать, однако сохранить при этом весь первоначальный смысл информации с адекватным пониманием действительности [6, 44-45]. Учащиеся это зритель, сотрудник и наконец, актер своего собственного обучения. Таким образом, педагог должен создавать такие задания, где ученик будет выступать как актер в учебном процессе. В то время как учащийся принимает на себя активную роль, преподаватель исполняет роль консультанта, грамотного поставщика информации при помощи мультимедийных средств. Он также является организатором обучения, направляет и оценивает учащихся, используя при этом подручные ему материалы. Педагог должен быть в курсе уровня знаний учащегося, чтобы избежать автоматических ошибок в процессе обучения. Он также должен обладать собственными стратегиями в обучении языку. Его образовательная практика должна иметь определенное знакомство с новой технологией и обладать умением его интегрировать в процесс обучения.

Немаловажно подчеркнуть роль новых компьютерных технологий, которые позволяют представить аутентичный материал, в значимом для учащегося контексте обучения иностранного языка. Этот экстралингвистический аспект развивает и улучшает восприятие комуникативной компетенции учащегося.

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МАКТАБГАЧА ТАЪЛИМ ТАШКИЛОТЛАРИДА БОЛАЛАРГА ИНГЛИЗ ТИЛИНИ ЎРГАТИШДА АКТ ВОСИТАЛАРИНИНГ АҲАМИЯТИ

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Annotation: There are discussed the role and value of information technologies in teaching english at the preschool education institutions. In addition, the influences of multimedia technologies in the process of studies efficiency of training material by children adaptation is provided.

XXI аср ақл ва заковат, фан ва техника асридир, техник воситалар инсон фаолиятининг барча жиҳатларини жадаллик билан қамраб олмоқда. Хусусан, бугунги кунда ахборот коммуникация технологияси барча таълим муассасаларида, шу билан бирга мактабгача таълим ташкилотлари(МТТ)да ҳам муҳим ўрин эгалламоқда. Жумладан, Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг 2017 йил 9 сентябдаги «Мактабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида»ги ПҚ-3261-сон қарорига муофиқ Ўзбекистон Республикасида мактабгача таълим тизимини янада такомиллаштириш бўйича «ЙЎЛ ХАРИТАСИ» белгилаб берилди. Мазкур қарорга биноан, мактабгача ёшдаги болага сингдирилган билим ва қадриятларнинг бутун келгусидаги ҳаётини белгилаб бериши сабабли мактабгача таълим уйғун ривожланган шахсни шакллантиришда пойдевор бўлади.

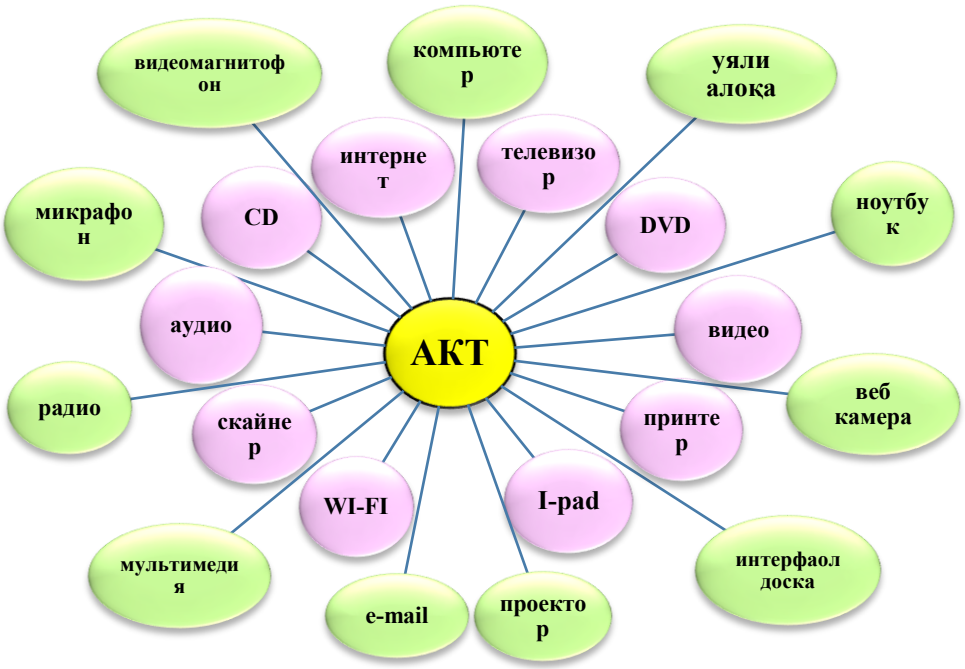
Замонавий ахборот коммуникация технологиялари асосида ташкил этилган машғулотларда тарбияланувчилар оддий машғулотларга нисбатан фаол иштирок этади ва инглиз тили дарсининг самарадорлиги ошади [The Kindergarten Program, p. 2006]. Шуни ҳисобга олиш керакки, ҳозирги замон болалари илғор технологиялар даврида вояга етишмоқда ва бу уларни таълим жараёнида техник воситаларидан тўлақонли фойлаланишларига имкон яратади. Бунинг учун МТТда болаларга инглиз тилини миллий тарихимиз ва анъаналаримизга содиқ қолган тарзда компьютер жамланмаси, мультимедия, телевизор, магнитафон ва интернет воситалари орқали ўргатилса, мақсадга мувофиқ бўлади. Замон талабига мос равишда инглиз тили дарсини ўтиш болаларнинг дунёқарашини ривожлантиришга туртки бўла олади. Шундай экан, инглиз тили дарсларини самарали педагогик усуллар ёрдамида ташкил этиш тарбиячиларнинг мақсад сари илдам одимлашларида етакчи восита бўлиб хизмат қилади. Умуман олганда, компьютер инглиз тилини ўзлаштириш жараёнида болаларга муҳим ёрдамчи воситадир. Компьютер ёрдамида педагоглар ўз фаолиятлари давомида кўргазмали материаллар намойиш этиш, турли хил ўйинлардан фойдаланиш ҳамда болаларнинг интеллектуал салоҳиятини ривожлантирувчи воситалар уйғунлигини таъминлаш имкониятига эга бўладилар.

Таълим тизимида ўз аҳамиятини йўқотаётган ҳозирги анъанавий таълим шаклини янги педагогик технологилар асосидаги компьютерли таълим эгалламоқда. Шунинг учун бутун эътиборни ҳозирдан бошлаб юртимиз келажаги бўлган ёш авлоднинг компьютер саводхонлигини мустаҳкамлашга қаратиш зарур.

Бу борада мамлакатимиздаги кўпгина МТТларда олиб борилаётган таълим-тарбия ишларида ахборот коммуникация технологиялари (АКТ) воситаларидан фойдаланиш яхши самара бериши исботланмоқда. АКТ воситаларидан фақат таълим воситаси сифатида эмас, балки тарбияланувчиларнинг фикрлаш доирасини, хотирасини, дунёқарашини ривожлантирадиган дидактик ўйин воситаси сифатида фойдаланиш ҳам муҳим аҳамиятга эгадир.

Шуни алоҳида таъкидлаш жоизки, ўқув машғулотларининг АКТ воситасида ташкил этилиши болаларнинг билим олишга қизиқишини оширади; берилган материалларни ўзлаштиришни енгиллаштиради, уларда мустақил фикрлаш кўникмаларини шакллантиришга имкон яратади. Ҳар қандай боладан ўз предмети доирасида етарли даражада компьютер саводхонлигига эга бўлиши ва ундан оқилона фойдаланиши талаб этилади. Бу эса ахборотлашган таълим жараёнида ўзига хос дидактик қимматга эга.

Ахборот-коммуникация технологиялари (АКТ) – бу маълумотни бир кўринишдан иккинчи, сифат жиҳатидан янги кўринишга келтириш, ахборотни йиғиш, қайта ишлаш ва узатишнинг усул ва воситалари мажмуасидан фойдаланиш жараёнидир. Унинг турлари кўп бўлиб, улар қуйидагилар:



МТТда АКТ воситаларидан фойдаланиш замонамизнинг анъанасига айланиб, тарбиячиларга инглиз тилини ўқитишни жадаллаштиришда ва уларнинг билим кўникмаларини ривожлантиришда қўл келмоқда. Республикамизнинг барча олий таълим муассасалари, мактаб ва мактабгача ташкилотларда компьютер синфлари, локал тармоқ ва интернет тармоғига уланиш имконияти мавжуд. Лекин шуни таъкидлаш лозимки, бундай ахборотлаштирилган тизимни барча МТТда учратиш қийин. Шу сабабли, барча мактабгача таълим ташкилотлари АКТ дан фойдаланса ва видеоанжуман-алоқа воситалари билан жиҳозланиб, корпоратив тармоқдан фойдаланиш кўламини янада оширса, маълумотлар алмашинуви сифатини янги босқичга олиб чиқади. Масофавий электрон тизими орқали боғча тарбиячилари реал вақтдаги видео ва аудио таълим ресурсларини масофадан ёзиб олиши ва исталган вақда ўқитиш жараёнида фойдаланиши мумкин. Инглиз тилида сўзлашувчи хорижий мамлакатнинг мактабгача таълим муассасалари билан видео алоқа ўрнатган ҳолда малака алмашиши ёки у ердаги болалар билан тўғридан тўғри алоқа ўрнатиши мумкин. Бундай илғор технологиялардан фойдаланиш, келажак авлоднинг фикрлаш доирасини янада ривожлантиради ва инглиз тилида мулоқот қилишга чорлайди. МТТда замонавий ахборот

технологияларини жорий этиш, ҳозирги дунё статдартларига жавоб беради, қолаверса, замонавий таълим технологиялари асосида инглиз тилидан сифатли билим олишга чорлайди.

Педагог К. Везеланинг таъкидлашича, ёш болаларга инглиз тилини АКТ ёрдамида ўргатиш муҳим, чунки бу улар учун ҳаводек зарурдир [Veselá K., 2012]. Дарҳақиқат, XXI аср болалари замонавий технологиялар муҳитида улғаймоқда.

Мультимедиали дарснинг бир вақтнинг ўзида ҳам эшитиш, ҳам кўриш орқали билим олишнинг, самарали эканлиги ҳаётий тажрибада аллақачон исботланган. Психологлар ҳам бир вақтнинг ўзида ҳам эшитиш, ҳам кўриш орқали билим бериш ўзлаштиришда юқори самара беришини таъкидлаб келмоқдалар.

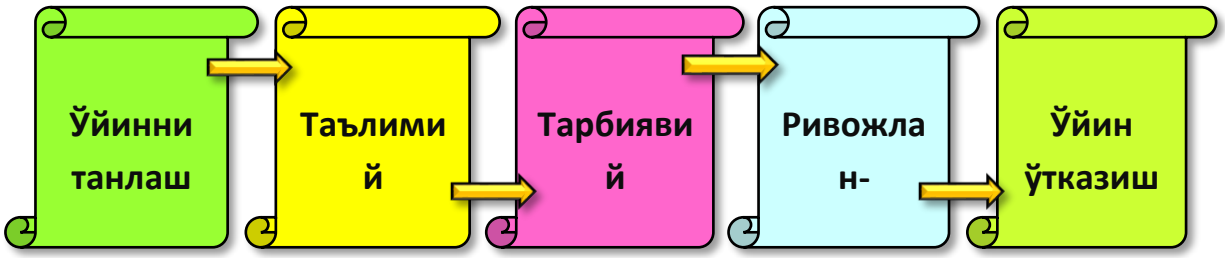
Бу борада С.С.Ғуломов, А.Т Шермуҳаммедов ва бошқа мутахассислар қуйидагиларни таъкидлайдилар: “Агар болалар берилаётган материалларни кўриш (видео) асосида қабул қилса, ахборотни хотирада сақлаб қолиши 25-30% га ошади. Бунга қўшимча сифатида ўқув материаллари аудио, видео ва графика кўринишида мужассамлашган ҳолда берилса, материалларни хотирада сақлаб бориш 75 % га ортади ” [Ғуломов, 1999].

Психологларнинг таъкидлашларича, болалар асбоб-ускуналарга, техник қурилмалар ва ўйинчоқларга нисбатан эътибори кучли бўлади. Шу билан бирга, компьютер қурилмаларида ишлаш ҳам болаларнинг ўрганилаётган инглиз тилига бўлган қизиқишларини орттириб, билим олишга иштиёқларини кучайтиради ва инглиз тилида суҳбатлашиш кўникмасини ҳосил қилади.

Бу ўринда шуни таъкидлаш керакки, компьютерли таълимий ва ривожлантирувчи ўйинлар дидактиканинг қонун ва қоидаларига тўлиқ риоя қилинган ҳолда ўтказилади. Ўйинларни ўтказиш усуллари: машғулотлар, ўйин-машқ ва дам олиш ўйинлари шаклларида олиб борилади. Мультимедиали таълимий ва ривожлантирувчи ўйинлар дидактик ўйинлар таркибига киради ва МТМлардаги нафақат таълим-тарбия жараёнига, балки болаларга инглиз тилини ўргатишни амалга оширишга ҳам қаратилгандир.

Мультимедиялар илк компьютерлар пайдо бўлиши билан бир вақтда уларнинг дастурларига киритилган эди. Дастлабки компьютер ўйинларидан маънавий ҳордиқ олиш мақсадида фойдаланила бошланган. 1976-77 йиллардан бошлаб, компьютерлар ишлаб чиқарувчи хусусий фирмалар ва компаниялар компьютерларнинг кўпроқ сотилиши учун уларни замонавий ўйин дастурлари билан таъминлай бошладилар. Ҳозирги даврга келиб, компьютерлар турли хил инглиз тилини ўргатувчи ўйин дастурлари билан таъминланганлар. Масалан, шаклларни кетма-кет қўйиш ўйинида, дастлаб, ўйин вазифаси бўйича бола шаклларни кетма-кет жойлаштириш натижасида қандай шакл пайдо бўлишини топса, иккинчидан, тарбиячининг топшириғи бўйича шакллар сонини инглиз тилида санаб беришни, шакллар қандай кўринишда эканлигини ва уларнинг номларини айтишни, рангларни ажратиб беришни бажаради (таълимий жиҳати). Шу билан бирга, тарбияланувчи ўз компьютер саводхонлигини «Сичқонча»дан фойдаланган ҳолда оширади.

Демак, компьютерли дидактик ўйинлар таълим билан узвий боғлиқ бўлиб, таълим жараёнини ривожлантиришга ёрдам беради. Компьютерли таълимий ва ривожлантирувчи интерактив ўйинлардан фойдаланиб амалга оширилган технологик жараёнлар қуйидаги кўринишда бўлиши мумкин:



Чизмадан кўриниб турибдики, тарбиячи даставвал ўйин объекти (тури ва йўналиши)ни танлайди, сўнгра ўйин қоидаларини, шартларини ва вазифаларини аниқлайди. Кейинги босқич ўйиннинг мазмунини ва қандай мақсадда амалга оширилишини, таълимий, тарбиявий ва ривожлантирувчи жиҳатларини бегилайди. Сўнгра, ўйин ўтказилиб, тўпланган натижалар таҳлил этилади ва ўйин ғолиблари рағбатлантирилади. Компьютерли ўйинлар ва машқлар асосан тарбиячининг назорати остида олиб борилади.

Шу боис, компьютер ва унинг хотирасидаги таълимий ўйинлар биргаликда, мультимедиа технологиясининг ўйинлар бўйича асосий дидактик воситаси саналади. Компьютер хотирасидаги ўйинлардан бошқа яна қўшимча дидактик ўйинлар тайёрлаш ҳам мумкин. Бунинг учун махсус дастурлардан (Power Point ва Macromedia Flash) фойдаланиш тавсия этилади.

Компьютер воситаси ёрдамида ташкил этилган дарсларда болалар эркин, индивидуал, мустақил фаолият юритишларига шароит яратилади. Бугунги болалар компьютер билан осон мулоқотга киришади, у билан бирга ўқийди, ўрганади. Умуман олганда, дарс жараёнини компьютерлаштириш ўзига хос имкониятлар яратади. Жумладан:

- мавзуларни тушунтириш учун зарур бўлган жадвал, схема, расмлар ва бошқа кўргазмалардан кичик ҳажмда, хилма-хил тарзда фойдаланиш;
- инглиз тилидаги сўзлар, товушлар, уларни ҳосил қилишда иштирок этадиган механизмлар жараёнини кузатиш;
- инглиз тилини ўрганишда фойдаланиладиган кўргазмали материалларнинг рангли ва ҳаракатли бўлиши бола диққатини тортиб, компьютер тасвирларини узатиш, сақлаш ва маълум муддат давомида мониторда сақлаб туриш;
- шеърлар, кичик ҳажмдаги ҳикояларни қисқа муддатда ёдлаш;
- компьютерлашган тест дастурлари воситасида болани баҳолаш ва назорат қилиш;

- тарбиячиларни фақат дарсда эмас, балки дарсдан ва синфдан ташқари машғулотларда мустақил таълим олишини таъминлаш;
- болаларнинг ёшига мос тарзда тайёрланган ўқув фильмларини намойиш этиш;
- DVD, CD материалларидан фойдаланиш ва ҳоказолар.

Компьютерлашган дарслар таълимда дидактик тамойилларни тўлиқ қўллаш имконини беради. Мазкур тамойилларнинг сифат кўрсаткичлари болаларнинг ўзлаштириш даражаларини юқори натижалар билан намоён қилишга ёрдам бериши, қайси бир фан доирасида бўлишидан қатъи назар, тарбиячи компьютер билан мулоқотни тўғри йўлга қўя оларкан, ўз-ўзидан дарс жараёнидаги фаоллик яққол кўзга ташланади.

Педагог олим Алан Зиажка фикрига кўра, компьютер болаларни катталарча фикр юритишига ва камолотга етишига сабаб бўла олади. Яъни компьютер мониторда бўлаётган ўйинлар болани синчиковлик билан кузатишга, сичқончани эркин бошқаришга ва қарор қабул қилишга чорлайди [Ziajka, 1983].

Компьютерли таълимий ва ривожлантирувчи ўйинларнинг афзалликлари ва педагогик жиҳатларидан бири шундаки, бу ўйинлардан тарбияланувчилар йил давомида ва исталган пайтда фойдаланишлари мумкин. Болалар компьютердан фойдаланишни ўрганиб олганларидан сўнг, бундай ўйинларни мустақил равишда амалга оширишлари мумкин. Ўйин давомийлиги 15 дақиқадан ошмаслиги зарур.

Демак, мактабгача таълим ташкилотларида болаларга инглиз тилини ўргатиш жарёнида мультимедиа технологияси ва воситасидан фойдаланиш машғулотларнинг

самарадорлигини ошириш билан бир қаторда улар хотирасини мустаҳкамлашда муҳим аҳамият касб этади. Аввалambор, ҳозирданоқ болаларимиз янги мультимедиа, компьютер технологияларига мослашиб боришларини ташкил этиш зарур. Чунки, АКТ – бу мактаб ёшигача бўлган болалар учун муҳим бўлиб, инглиз тилини ўрганиш самарадорлигини юксалтиришда асосий омил ҳисобланади. Ҳамда танқидий фикрлашни ва инглиз тилида сўзлашиш мотивациясини шакллантиради. Шунинг учун ҳам, ҳозирги вақтда мактабгача ёщдаги болаларга янги педагогик технологиялар асосида машғулотлар ўтказиш, уларнинг компьютер саводхонлигини ошириш, ҳамда ахборот жамияти ҳаётига психологик тайёргарликларини шакллантириш масалалари муҳим вазифалар сирасига киради.

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LINGUODIDACTIC POTENTIAL OF VIDEO IN ELT

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Annotation. Develop recommendations for the preparation of future teachers for the technology of assessment of educational outcomes and the effective organization of assessment through the modernization of the educational process.
Keywords. Knowledge, core, assessment, monitor, respond, academic, skill, education, knowledge, task, pedagogical tools;

Video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved. As E.N.Solovova states, video is one of the way of activation of speech-mental activity of students (Solovova 2008: 91). Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language institutions and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice. So, there are various views provided about the effective usage of video materials in the classroom by different linguists which the further part of the paper deals with.

“American movies and television programs offer an excellent opportunity for students to develop fluency in English” (Donley 2000). However, this is not the only skill the video materials develop in students. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it comprehensible tool for teaching vocabulary, developing

communicative language skills, non-verbal communication, cultural awareness, etc. Numerous sources report on how audio-visual materials enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages. Nevertheless, the research is warranted to show the effectiveness of video materials in language learning process. It is intended to identify whether the video content have to be authentic, and what strategies would probably enhance the foreign language learning.

In our opinion, authentic video material, especially that which represents what goes on in a non-ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of video software for instruction in an English as a second language (ESL) classroom. It presents real language in the sense that native speakers use it in real daily life interaction (yule, 1996). Since the main goal of the student is to be able to communicate in the target language, “authentic visual examples of the language are the most proper way to help them” (Stempleski, 1987)

Moreover, authenticity of the material raises the motivation and interest of the students. The studies show that these materials are very influential in increasing the students' motivation and teaching a foreign language (Akar and Yildirim, 2000). The study notes that students began to participate in the classroom more actively, tried to ask more questions about the topic, and always came ready to the classroom. Over some period, some students were spotted discussing and analyzing the film outside the classroom. At the same time, Canning-Wilson (2000) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states, although, these films may seem to hold student interest. She believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components. Besides, different presentations or activities after watching video content may also contribute to raising the motivation of the learners. The Toronto Board of Education (Rawskin, 2005) undertook a study of television as a teaching aid. Various types of lesson presentations were employed in the experiment, including interviews, demonstrations, illustrated lectures, direct instruction, and remedial teaching. Three subjects, art for middle schools, science for elementary schools, and guidance for high schools were chosen as the basis for the lessons. The report noted that telecast portions of the lessons stimulated pupil interest and motivated expanded activities. Additionally, a conclusion reached was that more than one presentation of each telecast was necessary for optimum effect upon learning and retention.

At this point, the researcher may also assume that after watching video, not only the motivation and interest are raised, but also critical thinking and comprehension are developed. Research by Herron, Hanley and Cole (1995) indicates that the visual support significantly improved comprehension scores with language videos for English speaking students learning French. The results of the study indicate that extensive comprehension is facilitated by the richness of the context that visual organizers, such as educational videos, provide. Similarly, Kate M. Donley (2000) state that using videotaped material facilitates better comprehension of the intended messages. Besides, it provides an authentic pattern which, when carefully copied by EFL learners, can save them any kind of embarrassment while communicating with people from the target culture. Moreover, it is obvious that visual clues clarify the meaning since the speaker is going to use language patterns both verbally and non-verbally.

In addition, real-life video content provides the learner with authentic look to the culture. Through viewing native speakers in real language interaction, the EFL learner is exposed to the cultural aspects that accompany language use in communicative settings. Video appears to be a rich source for teaching culture because it presents students with an image of a "living vibrant people who use the target language for daily communication" (Herron, Cole, Coreb, and Dubreil 1999). In addition to being a context-rich source of cultural data, concrete visual images exercise the most powerful influence on learners' behavior. Herron et al. (1999) remind us that today's students are pan of the television era and that visual aids help them with cultural awareness. The findings of the present

study (Herron et al., 1999) suggest that introductory level college French students can improve their knowledge of cultural information from experiencing the curriculum, presented in the research. At the beginning of the study, students took a pretest on cultural information that would be presented in the videos during the course of the investigation. At the conclusion of the study, the students took a posttest identical to the content of pretest. Scores of overall cultural knowledge were significantly higher on the posttest than on the pretest. However, there are some researchers who prefer to use non-authentic video content rather than authentic ones. “People always assume that 'authentic' means good. It is seen automatically as a sign of approval” says Viney (2004) and suggests the reason of avoiding authentic material on video. Viney states that teachers spend hours choosing right material, and even more hours in planning how to use it. Moreover, video material is nearly always too much long, and at the end instructor is stuck with all sorts of things which can be explained but it do not worth a time. In addition, Viney claimed that authentic material is used because teacher loves it, when it does not mean that the student will. It shows that authentic materials are mostly time consuming and need great effort to be used in classroom effectively. Another research (Richards, 2001) points out that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Richards also mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts.

Nevertheless, it does not mean that teachers, who use authentic video, do not know about the existence of such disadvantages. They face them almost every day, and able to use materials in the most effective ways, because the ends justify the means. To achieve those means, the video content should be used in various strategies, which help to enhance the language learning more effectively. For example, Kate M. Donley (2000) suggests using “viewing sheets” consisting of easy multiple-choice questions, which the students answer as they watch the video. Besides, she proposes that it is better to conduct pre-viewing and post-viewing discussions in conjunction with viewing sheets. Sheets promote understanding of key events and provide an outline for discussion. During the lesson, students actively listen to and participate in conversations about a topic, thus developing critical aspects of fluency. The results show that students were able to improve their fluency, and in the final oral test gained top scores. Moreover, John Scacco (2007) had improved Donley’s strategy, and recommended using a book and its accompanying film. He implies that the book provides the teacher with so many potential activities that an entire course could be built around just one title. According to Scacco (2007) the lesson should contain pre-viewing, while viewing and post-viewing tasks. They help to comprehend easily the content, to obtain the new vocabulary and culture, and develop reading skills, as well as listening skills. Moreover, the degree of motivation is great. Learners interested in differences between book and the film. The researcher found this strategy more effective, because it uses integrating skills. Films help the learners to develop their listening skill; discussions improve speaking skill; books enhance the reading skills. At the same time, the writing skill may be advanced with a help of various writing assignments.

However, there is another interesting approach in teaching foreign language with authentic video materials. N.Carney, and P.Foss (2008) states that student-produced video introduces students with case writing, directing, acting, editing a movie skills. This is in turn stimulates interest in the language and requires students to interact in activities that involve problem solving and higher order thinking in the second language. Carney and Foss organized two projects, in which students produced four short films (first project) and one long film (second project).. The results of the research point out different positive aspects of the projects. In both projects learners had to use as much English as possible, write the script to the film, proofread it, so the skills are integrated. Besides, students spent most of the time together, which developed their cooperative learning skills. On the contrary, there are also negative aspects of those projects. That is, instructor was not able to work closely with students to monitor their pronunciation and intonation. Learner had a little time, and was not able to accomplish the project properly. This approach seems not successful, but researcher thinks, with some

changes of organization and activities, the method can be successfully applied to the language learning process.

In conclusion, other researchers have shown that using authentic video material in the foreign language learning process has many beneficial effects. Those materials help learners to improve their fluency in target language, to develop their listening, speaking, reading and writing skills, and to explore new culture. Video content was found to be effective in increasing students' motivation and interest in target language, thus enhance their participation and attendance in the classroom. Researches show that in conjunction with the video material, teachers also should use pre-viewing, while-viewing and post-viewing activities. In addition, video content can be accompanied with various writing and reading assignments to make the comprehension easier. Now, researcher sees the possible ways of conducting further research and achieving the main goal.

As our study shows technology has changed the way that we use audio and video for language teaching. Digitization has made it possible to create and show brief clips. On one end, students can produce and record their own audio and video and on the other end we can provide brief snippets of audio or video content in many varieties. For example, video scenarios, which provide learners with examples of how native speakers or non-native speakers actually interact when communicating. We see their explanations, their turn taking, the clarifications and rephrasing. And the videos themselves contain analysis commentary. While viewing the clips there are "pop-up bubbles" that appear. By clicking on these pop-ups the video is paused and listeners are sent to brief recordings with additional commentary. Video scenario can contain pdf files and discussion blogs for each of the lessons. The truth is that our learners are pretty sophisticated in their use of video and sound. Mobile devices have changed the way learners interact with media. As teachers, we have new opportunities to tap into these resources for language learning.

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ZAMONAVIY TA’LIM TIZIMIDA MULTIMEDIA VOSITALARIDAN FOYDALANISHNING AHAMIYATI

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Annotatsiya: Ushbu maqolada xorijiy tillarni yanada rivojlantirish va takomillashtirishda turli multimedia vositalaridan foydalanish to‘grisida fikr yuritiladi.

Davlatimizda demokratik o’zgarishlar va iqtisodiyotni barqaror rivojlantirishning zarur sharti sifatida ta‘lim sohasini takomillashtirish izchillik bilan amalga oshirilmoqda. Bugungi taraqqiylashgan davrda hech bir sohani chet tillarisiz tasavvur etish mushkul. Biz bugun rivojlangan, murakkab jamiyatda yashamoqdamiz. Murakkab deyishimizdan maqsad bir necha asr oldin jamiyat oddiy ko‘rinishda bo‘lgan. Davlatimiz birinchi rahbarining tashabbusi va rahnamoligida O’zbekistonda ta’lim tizimi tubdan isloh qilinib, o’n ikki yillik majburiy ta‘lim tizimi joriy etildi. “Ta’lim to’g’risidagi” qonun, “Kadrlar tayyorlash milliy dasturi” asosida yangi ta’lim muassasalari barpo etildi, mavjudlari zamonaviy andozalar asosida rekonstruksiya qilinib, ta’mirlandi. O'zbekiston Respublikasining "Ta'lim to'g'risida" gi qonuni hamda “Kadrlar tayyorlash milliy dasturi”ni amalga oshirish doirasida chet tillariga o'qitishning kompleks tizimi, ya'ni uyg'un kamol topgan, o'qimishli, zamonaviy fikrlovchi yosh avlodni shakllantirishga, respublikaning jahon hamjamiyatiga yanada integratsiyalashuvi yo'naltirilgan tizim yaratildi. Bugungi taraqqiylashgan davrda hech bir sohani chet tillarisiz tasavvur etish mushkul. Til o‘rganish ham o‘zi bir murakkab jarayondir. O‘rganuvchidan ulkan sabr va matonat, diqqat va intilish talab qilinadi. Til o‘rganishda eng hamroh bo‘luvchi va zarur buyumlar sifatida asosan kitoblar, lug‘at va so‘zlashgichlardan tortib internet saytlarini ham qo‘shimcha qilib qo‘yish mumkin. Chet tilarini o‘rganishda doimo biron-bir metodga tayangan holda o‘rganiladi. Bugungi kunda xorijiy tillarni egallashda kommunikativ metoddan keng ko‘lamda qo‘llanilayotganligi barchaga ma‘lum. Lekin biz bu metodni dunyodagi eng so‘nggi metod deb ayta olmaymiz. Chet tillarini yanada samarali o‘rganishda yangidan-yangi metodlar vujudga kelaveradi. Fransuz tilida nashr etilayotgan shunday kitoblar borki, undagi ma‘lumotlar qimmati jihatdan beqiyos. Ulardan foydalanish chog‘ida qiziqarli ma’lumotlar va faktlar o‘quvchi diqqatni tortadi. Mutaxasislarning fikricha, hozirgi kunda internet orqali til o‘rganayotganlarning soni kundan-kunga ko‘payib bormoqda. Avvalo, bunga qulaylik va internet saytlaridagi til o‘rganish kurslarining mavzulari va turli xil video roliklari qiziqarli shaklda ekanligi. Ayniqsa internet orqali boshqa til o‘rganuvchilar bilan bevosita online muloqotlar til o‘rganuvchida o‘zgacha ishtiyoq uyg‘otadi. Demak, axborot kommmunikatsiya texnologiyalari yordamida til o‘rganishni hozirgi kundagi eng afzal ko‘rilayotgan yondashuvlardan biri desak ham bo‘ladi. Lekin har bir zamonda ham kitoblarninng o‘rni o‘zgacha bo‘lgan. Til o‘rganishda xorijiy tildagi darslik, qo‘llanma, badiiy asarlar, so‘zlashgich va lug‘atlar ham alohida ahamiyat kasb etadi. Ulardan kerakli paytda foydalanish zarur bilimlarni egallshda yordam beradi. Axborot kommunikatsiya texnologiyari vositalarining jadal rivojlanishi ta‘lim bo‘yicha turli shakllarini hamda ta‘lim dasturlarini tanlash (o‘qitishning modul tamoyili)ni taklif etgan holda dars jarayoniga ta‘sir ko‘rsatadi. Bugungi kunda chet tilini bilish o‘ta muhim ahamiyat kasb etganligi bois fransuz tili o‘qitish tizimini ham isloh etish, dars jarayonlarida zamonaviy pedagogik va axborotkommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or usullarini qo‘llash ta’limdagi dolzarb masalalardan biriga aylandi. Zero, Prezidentimiz tomonidan e‘lon qilingan xorijiy tillarni o‘rganish tizimini yanada takomillashtirish chora tadbirlari to‘g‘risidagi Qarori chet tili ta‘limini rivojlantirish, o‘sib kelayotgan yosh avlodni zamon talablariga mos yetuk mutaxassis etib tayyorlash kabi ezgu maqsadlarga yo‘naltirilganligi bilan alohida ahamiyat kasb etadi.

Hozirgi vaqtda ta‘lim tizimining barcha bosqichlarida zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish, o‘sib kelayotgan yosh avlodning xorijiy tillarga qiziqishini yanada oshirish va o‘z navbatida, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, shu bilan bir qatorda ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun sharoit va imkoniyatlar yaratish ko‘zda tutilgan. Chet tilini izchil o‘rganishda zamonaviy axborot kommunikatsiya texnologiyalaridan samarali foydalanish muhim ahamiyatga ega. Chet tili o‘qitishda kompyuter texnologiyalaridan foydalanish hozirgi paytda ko‘pgina o‘qituvchilarni tashvishlantiradi. So‘nggi yillarda avj olayotgan kompyuter shov-shuviga qaramay, ustozlarning oldiga kompyuter texnologiyalarini qo‘llashning istiqbollari ham, bu masala bilan bog‘liq bo‘lgan qiyinchiliklar ham ochilmoqda. Axborot modellaridan foydalanish o‘qituvchining o‘ziga:

- yordamchi ko‘rsatmalar va matnli ma‘lumotnomalardan foydalangan holda o‘quv materialini mustaqil ravishda tahlil qilishga, ma‘lumotnomalar bo‘yicha bilimlarni kengaytirishga;
- o‘quvchilarning nazoratini olib borishga;
- har bir o‘quvchi uchun o‘qitishning shaxsiy dasturini tuzishga;
- juda xilma-xil mashqlarni yechishga imkon beruvchi tayyor samarali tarjimon dasturlaridan foydalana bilishni o‘rgatishga imkon berishi haqida xulosa qilish mumkin.

Misol sifatida bugungi kunda o‘qituvchi uchun eng tushunarli dastur bo‘lib hammaga yaxshi tanish bo‘lgan Microsoft Office paketi tarkibiga kiruvchi standart PowerPoint dasturi yordamida “Prézent de l‘indicatif” mavzusini o‘rganish uchun yaratilgan hamda axborotni ifoda etishning turli shakllarini birlashtirishga imkon beruvchi multimedia texnologiyasini keltirish mumkin. Shunday qilib, o‘qituvchi ta‘lim jarayonida axborot komunikatsiya texnologiyaridan foydalanganda, dars o‘quvchilarga tushunarli, aniq va mazmunli bo‘lish imkoniyatini beradi. Bugungi kunda chet tili darslarida multimedia vositalarini qo‘llash darslarni noan‘anaviy usulda tashkil etish takomillashib bormoqda. Multimedia vositalaridan o‘qitish jarayonida foydalanish o‘qitishning sifati va samarasini oshirib o‘rgatishning eng qulay usullaridan biri hisoblanadi. Multimedia vositalari bilan olib borilgan saboq o‘quvchining darsga bo‘lgan qiziqishini va bilim olish saviyasini oshiradi. Multimedia vositalari fransuz tilini o‘qitishda ham muhim ahamiyat kasb etadi.Bugungi kunda fransuz tili ta‘limi jarayonida multimedia vositalarini qo‘llash bo‘yicha keng qamrovli ishlar olib borilmoqda hamda uning huquqiy va me‘yoriy asoslari yaratilgan. Respublikamiz Oliy ta‘lim vazirligi tomonidan barcha viloyatlardagi OTM larda zamonaviy axborot kommunikatsiya texnologiyalari va multimedia vositalaridan foydalanish keng joriy etilmoqda. Universitet va institutlarda zamonaviy o‘quv kompyuter tarmoqlari tashkil etilmoqda. Shuningdek, ushbu ta‘lim muassasalari Ziyo.Net jamoat ta‘lim axborot tarmog‘iga ulangan bo‘lib, o‘qituvchi va talaba-o‘quvchilar undan samarali foydalanish uchun barcha sharoitlar yaratilgan. Endilikda multimedia vositalari, ya’ni audio, video va animatsion tasvirlar yordamida talabalarni chet tilini tezroq va samaraliroq o‘rganishga ruhlantirish mumkin. Bundan tashqari sinfxonalarda xorijiy tili muhitini yaratib, talabalarni jonli muloqotga kirishishga undaydi. Multimedia vositalaridan foydalanish o‘rganilayotgan tilning madaniyati va hayot tarzi haqidagi tasavvurlarni talabalar ongida darsliklardan ko‘ra ko‘proq uyg‘ota oladi va ba‘tafsil ma‘lumot bilan ta‘minlay oladi. Bunda talabalar nafaqat o‘zlarining tinglab tushunish qobiliyatlari ustida ishlash imkoniyatiga ega bo‘ladilar balki ular fransuz madaniyati haqidagi bilimlarini oshirishadi. Madaniyat va urf odatlar haqida yetarlicha bilimga ega bo‘lgach, talabalarda ushbu o‘rgangan materiallaridan foydalanishga ishtiyoq paydo bo‘ladi va natijada talabalar dars mobaynida yanada faolroq qatnashishga va olgan bilimlarini o‘rtoqlashishga harakat qiladilar. O‘z navbatida bu jarayon talabalarning til qobiliyatlarini mukamallashuviga turtki bo‘ladi. Multimedia vositalaridan foydalanish xorijiy tili darslaridagi vaqt taqsimot samarasini ko‘targan holdan dars mohiyatini tubdan o‘zgartiradi. U uzoq yillardan beri qo‘llanilib kelayotgan an‘anaviy uslub ya‘ni o‘qituvchi shaxsini darsda dominantlik qilishini oldini olgan holda darsda til amaliyotini markazlashuviga olib keladi. Qo‘shimcha qilib aytganda an‘anaviy uslubda faqatgina o‘qituvchi

fransuz tili haqidagi ko‘nikmalarini ochib bergan va afsuski bu holat ko‘pincha talabalarning juda ham chegaralangan ma‘lumot olishlarini keltirib chiqargan. Ammo multimedia vositalaridan foydalanish hozirgi kunda talabalarga til haqida muxtasar bilim va ko‘nikmalarni ulashib talabalarni tilga bo‘lgan qarashlarini kengaytirmoqda. Endilikda yuqoridagi kabi muammolar multimedia, video va ovoz labaratoriyalaridan samarali foydalanish orqali bartaraf etilmoqda. Fransuz tilini o‘qitishda multimedia texnologiyalari talabalarni dars vaqtida faol qatnashishlariga sabab bo‘ladi shuningdek u talabalar va talaba o‘qituvchi o‘rtasidagi ma‘lumot almashinishini yuzaga kelishi uchun zamin yaratadi. Uning yana bir asosiy yutuqlaridan biri bu dars davomida talabalarni darsga kirishib ketgan holda o‘zlarining gapirish va tinglab tushunish malakalarini oshirishdagi hissasi hisoblanadi, o‘qituvchi bu jarayonda faqatgina nazoratchi vazifasini bajaradi.Darsning talabalarga qanchalik foyda keltirayotgan yoki keltirmayotganligi bu faqatgina dars paytida qo‘llanilayotgan zamonaviy multimedia vositalarigagina bog‘liq emas. Shubhasiz darsning salmog‘i ushbu multimedia yoki innovatsion texnologiyalardan qay dajada foydalanilyotganligida chunki agar to‘g‘ri foydalanilmasa eng zamonaviy va eng yuqori darajadagi texnologiya ham o'qitishning mazmunini yaxshilab bera olmaydi. Multimedia vositalari o‘zining tasviriyligi, talabalarga mahsus effektlarni yetkaza olishi bilan ajralib turadi. Fransuz tilini o‘qitish mobaynida o‘qituvchilar rasmlarni, tasvirlarni va chet tilida mahalliy so‘zlovchilarning nutqlarini namoyish etishi, shu orqali mavzuga doir ma‘lumotlarni qulay uslubda talabalarga ulashishi mumkin. Bundan so‘ng talabalar ham o‘z o‘rnida tasavvurlariga suyangan holda har hil turdagi nutq mashqlarini ko‘rsatishlariga imkoniyat yaratadi. Xulosa qilib aytsak, multimedia vositalaridan shu yo‘sinda foydalanish mavzuni talabalar uchun nafaqat tushunarli bo‘lishinigina ta‘minlab qolmay balki, ularning fanga bo‘lgan qiziqishlarini ham yangi bosqichga ko‘tarib, o‘z o‘rnida o‘qituvchi shaxsini ham multimediadan foydalanish metodikasini o‘shiradi.

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ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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Annotation: Information technologies open up new horizons for people - not only in work, but also in training. With the spread of the Internet, the organization of education has undergone significant changes. How today distance education technologies are used, what are their advantages and features in my article.

Информационные технологии (ИТ) в образовании в настоящее время является необходимым условием перехода общества к информационной цивилизации. Современные технологии и телекоммуникации позволяют изменить характер организации учебно-воспитательного процесса, полностью погрузить обучаемого в информационно-образовательную среду, повысить качество и надежность образования, мотивировать процессы восприятия информации и получения знаний. Новые информационные технологии создают среду компьютерной и телекоммуникационной поддержки организации и управления в различных сферах деятельности, в том числе в образовании. Интеграция информационных технологий в образовательные программы осуществляется на всех уровнях: школьном, вузовском и послевузовском обучении. Важная часть модернизации образования это информационные и коммуникационные технологии (ИКТ) ИКТ — это различные устройства и способы обработки информации, в первую очередь — компьютеры с необходимым программным обеспечением и средства телекоммуникаций вместе с размещенной на них информацией. Они позволяют осуществлять дистанционное взаимодействие преподавателей и студентов, иными словами — получать образование дистанционно. Изначально под термином «электронное обучение» подразумевалось обучение при помощи компьютера, но по мере развития технологий значение этого понятия расширилось. Технология дистанционного обучения предполагает постоянный контроль качества усвоения знаний, беспристрастную оценку результатов, отсутствие возможности взяточничества на местах за счет внедрения исключающих человеческий фактор объективных автоматизированных процедур оценки знаний.

Кредитная система обучения в Ташкентском университете информационных технологий (ТУИТ) и его действующих филиалах, основанная на ECTS, была внедрена с 2018-2019 учебного года. Применение в 2020-2021 учебный год кредитной системы обучения даёт повышение качества образования, возможность подготовить высококвалифицированных специалистов, конкурентоспособных на нынешнем международном рынке труда, а также даёт возможность войти в рейтинг самых лучших вузов среди 1000 вузов мира.

Основные особенности внедренной КСО:

- Получение диплома. Условие получение диплома является набор 240 кредитов за весь период обучения, который длится от 4 до 7 лет.

- Академический период. Академический период имеет продолжительность 15 недель для одного семестра. Период промежуточной аттестации имеет продолжительность 1 недели. Каникулы предоставляются обучающимся после каждого академического периода, при этом продолжительность каникул в учебном году составляет не менее 6 недель по окончанию каждого семестра. Для ликвидации академической задолженности организовываются зимние и летние периоды переобучения продолжительностью в 4 недель.

- Переход с курса на курс. Переход с курса на курс определяется не успешным освоением всех кредитов за год, а средним показателем успеваемости (GPA) который не должен быть ниже 2.6.

- Нагрузка. Учебная нагрузка обучающихся составляет 60 кредитов в год. В целях обеспечения индивидуальной образовательной траектории и выборности преподавателей расписание учебных занятий составляется в разрезе учебных дисциплин и преподавателей. Самостоятельные работы студентов не входит в общее расписание учебных занятий.

- Группы. Академические потоки и группы формируются по принципу достаточного количества обучающихся, записавшихся на данную дисциплину и к данному преподавателю, и достижения достаточного уровня их рентабельности. В потоках минимум 25 студентов, в подгруппах – минимум 5. Наполняемость академического потока и группы составляет до 64 студентов. На практических и семинарных занятиях потоки делятся на 2 группы, а на

лабораторных на 4 подгруппы. На некоторые дисциплины формируются только подгруппы, для примера иностранный язык, узбекский/русский язык.

В последнее время учителя создают и внедряют авторские педагогические программные средства, в которых отражается некоторая предметная область, в той или иной мере реализуется технология её изучения, обеспечиваются условия для осуществления различных видов учебной деятельности. Типология используемых в образовании педагогических программных средств весьма разнообразна: обучающие; тренажеры; диагностирующие; контролирующие; моделирующие; игровые.

В учебном процессе высшего учебного заведения изучение ИТ предусматривает решение задач нескольких уровней:

профессиональной деятельностью, что изучается в дисциплинах специализаций. Например, дисциплина «Информационные технологии в экономике» и синонимичная ей «Информационные технологии в управлении» входит в образовательную программу обучения студентов экономических специальностей. Современный экономист должен уметь принимать обоснованные решения на основе информационных потоков, кроме традиционных экономических знаний студент должен быть знаком с процессом обработки данных и владеть навыками построения информационных систем. Повышение уровня компьютерной подготовки обучаемых, увеличение количества и расширение разновидностей авторских педагогических программных средств, использование новых информационных технологий в науке и образовании в целом, являются одним из основных направлений совершенствования среднего специального, высшего и послевузовского образования в нашей стране.

Обучение с применением дистанционных технологий имеет очень много положительных сторон.

- Возможность учиться в месте проживания

Далеко не всегда у жителей провинции есть возможность уехать в крупный город для поступления в институт. Дистанционные технологии в образовании позволяют учиться, не уезжая из родного города.

- Возможность совмещать работу и учебу

Учащиеся имеют возможность получать образование без отрыва от работы — это особенно актуально для тех, кто хочет повысить квалификацию или получить второе высшее образование.

- Доступ к качественным технологиям и учебному контенту

Студент может обучаться по качественным учебным материалам, общаться с преподавателями и составлять индивидуальный учебный план.

- Объективность аттестации

Технология дистанционного обучения предполагает постоянный контроль качества усвоения знаний, беспристрастную оценку результатов, отсутствие возможности взяточничества на местах за счет внедрения исключающих человеческий фактор объективных автоматизированных процедур оценки знаний.

- Индивидуальный подход в обучении

Гибкий график, возможность совмещать учебу и работу, а также адаптация учебных продуктов к индивидуальному темпу усвоения информации делают дистанционное обучение удобным для всех. Чтобы обеспечить потребности обучаемых в получении знаний, учитель должен овладеть информационными образовательными технологиями, а также, учитывая их развитие, постоянно совершенствовать свою информационную культуру путём самообразования, но при этом не злоупотреблять использованием данных технологий в своей практике и ко всему подходить творчески.

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ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ РЕСУРСОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: в статье рассмотрены требования к личностным и профессиональным качествам будущих специалистов, предъявляемые современным обществом, об их развитии в процессе обучения иностранным языкам, а также о применении для этого цифровых технологий и ресурсов Интернета. В частности, показано значение планомерного выбора средств обучения для достижения конкретных поставленных преподавателем целей.

Ключевые слова: современное образование; компьютеризация; цифровые технологии; выбор средств обучения.

В эпоху стремительного развития информационных технологий общество предъявляет к будущим специалистам требование обладать навыками и умениями, необходимыми для самостоятельного приобретения знаний, и применения их на практике для эффективного решения различных проблем, сбора и анализа фактов, выполнения обобщения и аргументированных выводов [2, с. 257; 6, с. 46], для достижения успеха необходимо быть коммуникабельными, работать совместно в различных ситуациях, искать выход из конфликтных ситуаций; мыслить критически и творчески, находя пути решения возникающих проблем с использованием современных информационных технологий; самостоятельно работать над повышением собственного культурного уровня. Развитие вышеуказанных умений и познавательных навыков учащихся в образовательном процессе происходит за счет технологий активного обучения [4, с. 267]. В настоящее время основным показателем при выборе средств обучения является достижение итоговых уровней владения иностранными языками, разработанных Советом Европы и представляющих эффективную общеевропейскую систему информационного обмена [3, с. 90]. «Учебная деятельность по освоению языка должна стать увлекательным, осмысленным занятием и настоящим языковым творчеством. Лишь в этом случае студент из обучаемого превратится в обучающегося, обретет автономность и желание саморазвиваться в соответствии с новыми образовательными стандартами» [1, с. 21–22]. В настоящее время глобальная компьютеризация охватила все сферы деятельности человека, в том числе науку и образование. Развитие Интернета и

появление множества компьютерных программ, упрощающих процесс обучения, в значительной мере изменило изучение иностранных языков, ускорив и облегчив работу с аутентичными источниками. Компьютерные учебные программы обладают рядом преимуществ перед традиционными методами обучения, являясь, прежде всего, средствами прямого аудиовизуального интерактивного взаимодействия. Применение их на занятиях совместно с традиционными методами обучения позволяет тренировать различные виды речевой деятельности, осознать природу языковых явлений, формировать лингвистические способности, создавать коммуникативные ситуации, автоматизировать языковые и речевые навыки и обеспечить реализацию индивидуального подхода и интенсификацию самостоятельной работы учащегося, а также способствует повышению познавательной активности, мотивации и качества знаний обучаемых. Компьютерные коммуникационные технологии позволяют по-новому реализовывать методы, активизирующие творческую активность учащихся. Они могут участвовать в виртуальных дискуссиях на различных образовательных сайтах и тематических форумах, выполнять совместные творческие проекты совместно с учащимися различных учебных заведений. Таким образом, использование современных информационно-коммуникационных технологий в образовательном процессе может рассматриваться как одна из активных форм индивидуализации обучения [8, с. 77–79]. Неотъемлемые свойства новых технологий такие, как их интерактивность, полимодальность, мультимедийность, визуализация содержания, играют важную роль в обучении. Так, ком- 105 пьютерная визуализация образовательного контента, особенно в игровой, интерактивной форме развивает когнитивные стили мышления, креативность и мыслительную активность обучаемых, а также оказывает положительный эффект на их психологическое и эмоциональное состояние [9, с. 23]. По словам Н.К. Рябцевой, «применение компьютерной техники вносит эвристическую новизну в процесс обучения и создает мотивацию для продуктивного самопознания и самосовершенствования, а также делает занятие привлекательным и по-настоящему современным, происходит индивидуализация обучения, контроль и подведение итогов проходят объективно и своевременно» [5, с. 456]. По словам Тони Принса, академического директора NILE (Norwich Institute for Language Education), когда преподаватели, размышляют о применении цифровых технологий в учебных целях, они чаще всего фокусируются на вопросе: «Какие приложения или компьютерные программы необходимо использовать для достижения наилучшего результата?» [11]. Следующими всплывающими вопросами, являются следующие: «Как данные технологии использовать?», «Какие методы применения различных приложений дают наиболее скорый результат?», «Как использовать их во время занятия?», «Как применять их для своих необходимостей?», «Как их обновлять?» и т. п. При этом очень редко задается, казалось бы, первостепенный вопрос: «Зачем нам использовать цифровые ресурсы?». Необходимо заметить, что, если мы хотим, чтобы обучение было наиболее эффективным, мы должны поменять порядок рассмотрения данных вопросов на обратный и начать планирование использования технологий с постановки цели, к достижению которой мы стремимся, т. е. с вопроса «Зачем?». При рассмотрении с вопроса «Что использовать?», мы неизбежно столкнемся с огромным количеством доступных цифровых ресурсов, у каждого из которых имеется большое число почитателей, отдающих предпочтение именно ему, как наиболее эффективному или революционному. Существует множество цифровых ресурсов, как он-лайн так и требующих установки на 106 устройство, реализующих процессы создания нового или исследования уже существующего. Данные

ресурсы также могут быть представлены в виде различных курсов (MOOCS, I-tunes Courses), инструментов (Google Docs, Camtasia, Explain Everything), энциклопедий и других академических источников (Google Search, Wikipedia, автономных словарей, Microsoft Offi ce) и помогать проводить исследование на различных этапах: сбор информации, синтез, дальнейшее курирование процесса изучения и работа с результатами исследования. А также процесс создания, начиная от объединения в творческие группы, планирования, и заканчивая анализом проведенной работы. Основная сложность при выборе цифровых технологий, задаваясь в первую очередь, вопросом: «Что использовать в процессе обучения?» и рассмотрении всех этих приложений состоит в том, что мы часто не осознаем сложностей, которые возникают при непосредственном использовании выбранных ресурсов из-за недостаточной осведомленности о том, как их применять и правильно использовать. Преподавателю может не хватить времени или желания предварительно подробно изучить все возможности и правила использования выбранных ресурсов. Для того, чтобы наиболее эффективно использовать приложения и программы, мы должны, в первую очередь, задаться вопросами: «Зачем? Какова основная цель использования компьютерных технологий в учебном процессе?». Причины могут быть различными: – улучшить понимание изучаемого; – увеличить время обучения, призывая студентов использовать образовательные приложения и ресурсы за пределами аудитории; – повысить уровень эффективности работы преподавателя; – развитие самостоятельности у студентов; – повышение уровня навыков работы с компьютерными технологиями; – развитие у студентов таких качеств как решительность и целеустремленность в достижении результата; 107 – подготовка учащихся к будущей жизни; – повышение мотивации у студентов; – сокращение количества используемых физических ресурсов и др. Например, если мы хотим улучшить понимание студентами изучаемого материала или темы, мы должны при планировании рассмотреть те ресурсы, которые будут способствовать осознанию данной темы. Для этого необходимо взглянуть на данную проблему под разными углами. В настоящее время интернет и различные ресурсы он-лайн предлагают преподавателем и студентам обширный доступ к мнению экспертов по многим вопросам. Преподаватель не всегда может выступать в качестве такого эксперта в связи с тем, что невозможно быть полностью осведомленным в каждой сфере, а также, в связи с тем, что часто он слишком погружен в проблемы и потребности своих студентов, чтобы объективно оценивать тот или иной вопрос. Поэтому для изучения определенной темы необходимо ознакомиться с мнением эксперта, обладающего более полным и современным видением предмета исследования. Чтобы ознакомиться с мнением экспертов, подходят такие ресурсы интернет, как youtube.com и ted.com с платформой ed.ted.com, позволяющей на основе предложенного видео создать свой урок. Преподаватель может разбить видео на тематические фрагменты и проработать обсуждение увиденного на занятии [11]. Использование ресурсов Интернета в обучении иностранным языкам позволяет создавать условия для развития всех необходимых и соответствующих реалиям современности компетенций у учащихся. Методы совместного ознакомления с современными идеями и тенденциями и их дальнейшее обсуждение, широко применяемые преподавателями в настоящее время, также обладают большой мотивационной силой при обучении иностранным языкам. Наряду с этим, наличие собственного компьютера и цифровых устройств с доступом в Интернет практически у каждого учащегося существенно облегчает задачу преподавателя по вовлечен- 108 ности студентов в процесс обучения иностранным языка посредством Интернета [7]. Основными

вопросами при выборе преподавателем цифровых технологий являются: что применять, как применять и, самое главное, зачем применять тот или иной ресурс. Необходимо, прежде всего, определиться с основными целями и задачами самого занятия, а, следовательно, и применения компьютерных инноваций в рамках данного занятия. Затем мы должны уже задаваться вопросом, какой ресурс необходимо задействовать для наиболее эффективного достижения данных целей и задач, и, наконец, как функционирует выбранное нами средство обучение. Детальное осмысление вышеуказанных вопросов может значительно увеличить вовлеченность студентов в образовательный процесс и развитие у них навыков и умений, необходимых для успешной реализации будущей профессиональной деятельности.

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WEB SAYT YORDAMIDA XORIJIY TILLARNI O'QITISH

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Annotatsiya:This article provides a quick overview of the website our team has created and used to teach the languages we plan to put into practice. Alternatively, you can watch our video tutorials and test your knowledge anywhere on this site.

Ushbu maqola yordamida siz jamoamiz tomonidan yaratilgan va amalda tatbiq qilinishi rejalashtirilayotgan xorijiy tillarni o'qitishga mo'ljallangan Web sayt haqida ma'lumot olasiz. Qolaversa, ushbu sayt orqali istalgan joyda video darslarimizni ko'rishingiz va o'z bilimingizni sinashingiz mumkin bo'ladi.

Xorijiy tillarni o'qitishda turli multimedia vositalaridan foydalanish o'zlashtirish samaradorligini yuqori darajaga olib chiqish uchun xizmat qiladi. Hoh u biror bir dasturdan foydalanib yaratilgan bo'lsin, hoh u biror web sayt bo'lsin. Multimedia vositalari xorijiy tillarni o'rganish juda foydali. Chunki yangi mavzuning videosini yokki audio formatdagisini bir emas bir necha bor qayta qayta tinglasa esda saqlab qolishi osonroq va qulayroq bo'ladi. Biz hozir sizlarga xorijiy tillarni o'qitishda web saytlardan foylanishnitaklif qilmoqchimiz.

Web sahifa (web-sahifa, websahifa kabi so'zlar bilan ham qo'llaniladi) — World Wide Webda web-resurs sifatida ishlaydigan hujjat. Web-sahifani grafik jihatdan ko'rsatish uchun veb-brauzer kerak. Bu web-sahifalarni Internetdan olish imkoniyatiga ega bo'lgan dasturiy ta'minot hisoblanadi. Agar veb-brauzer orqali kirilsa, bu monitor yoki mobil qurilmadagi web-sahifa sifatida ko'rsatilishi mumkin. Odatda web-sahifalarni boshqa web-sahifalarda ko'rib chiqish uchun havolalar (linklar) deb ataladigan hipermurojaatni o'z ichiga olgan hipermatndan foydalaniladi.

Websayt (boshqa variantlari: web-sayt, web sayt, website, web site yoki shunchaki sayt; inglizcha: web — „to'r" va site — „joy") deb komputer tarmog'idagi bir elektron manzilda joylashgan elektron hujjatlar majmuiga aytiladi. Elektron manzil domen yoki IP shaklida bo'ladi. Websaytni web sahifadan farqlash lozim: web sahifa websaytdagi sahifalardan biri, xolos. Ya'ni web sayt web sahifalardan iborat yaxlit bir tizim. Web Sayt : Fron-end va Back-end dan tashkil topgan .

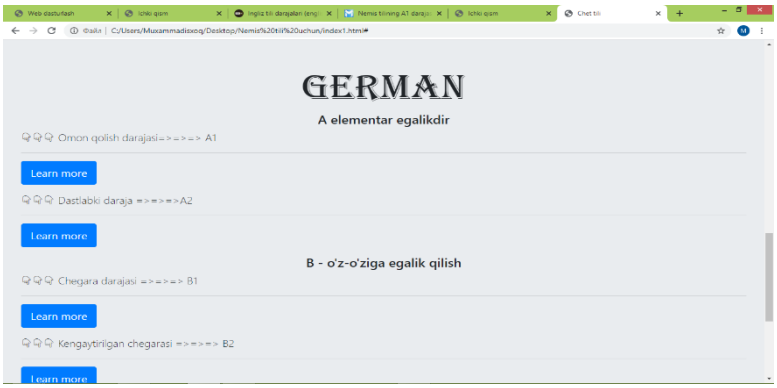
Fron-end uchun :

HTML ,CSS , Js , Vue.js , Jquery , Anguler.JS , Bootstrab 3,4

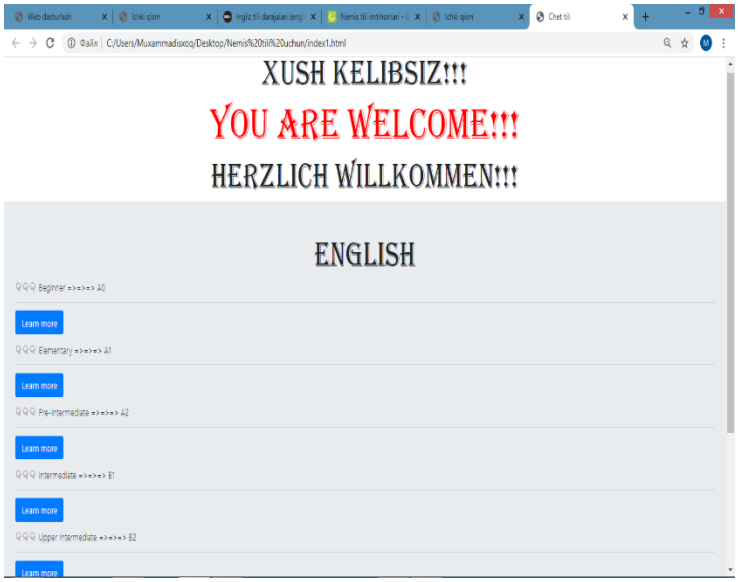
Back-end uchun :

Faqat bitasi boshlanishda PHP, NODE.JS , Java , Python.

Yaratilayotgan Web saytimiz yordamida ixtiyoriy inson chet tillarini o'rganishi mumkin bo'lib, har bir saytimizga kiritilgan tilni 0 dan ya'ni boshlang'ich darajadan o'rganib chiqishi mumkin. Har bir yosh toifasiga mos kelishi uchun saytimizda har bir xorijiy til (ingliz, nemis va fransuz) alohida bo'limlarga bo'lib chiqilgan. Jumladan, nemis tilini o'rganuvchilar uchun A1, A2, B1, B2, C1, C2 darajalari alohida alohida qilib,

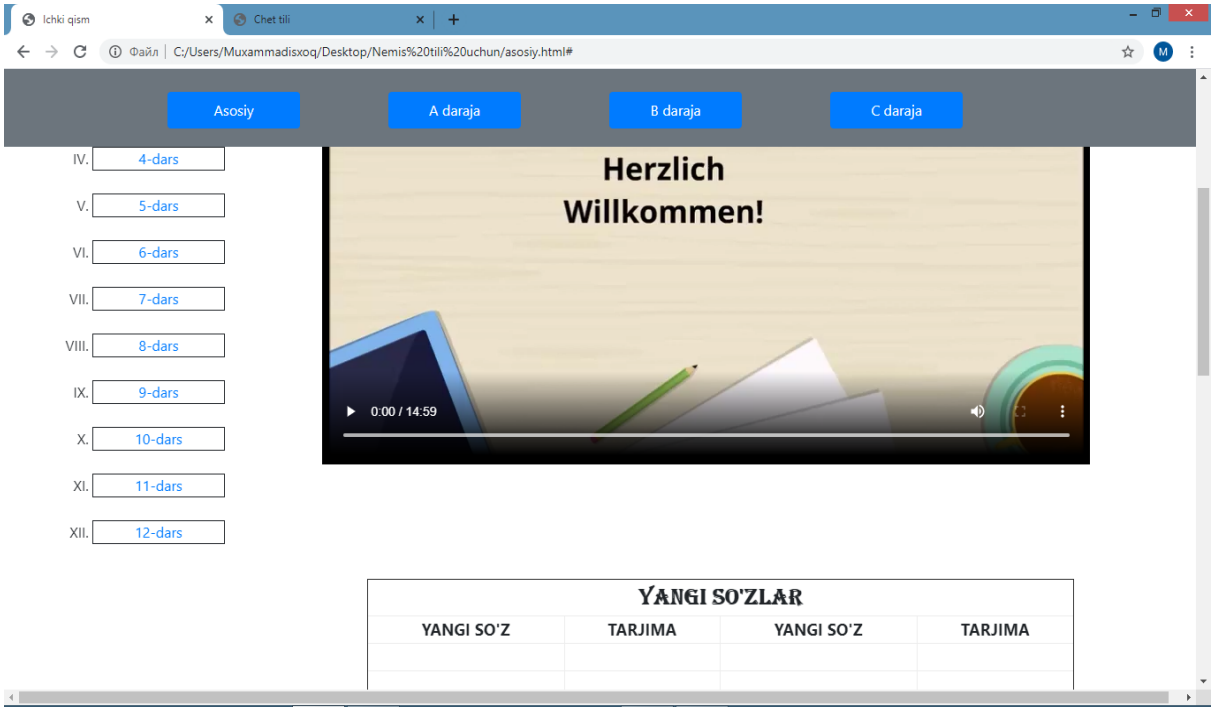


ingliz tilini o'rganuvchilar uchun esa Beginner — A0, Elementary — A1, Pre-Intermediate — A2, Intermediate — B1, Upper Intermediate — B2, Advanced — C1, Mastery — C2 darajalari alohida alohida qilib ko'rsatib o'tilgan. Yuqorida keltirilganlarning barchasi bir sahifada joylshtirilgan. Ularni keying sahifaga battonlar va linklar orqali bog'lagan holda yaxlit bir saytni tshkil etganmiz.



"Learn more" battoni orqali biz har bir darsga o'tishimiz mumkin bo'ladi. Ya'ni har bir batton o'ziga tegishli bosqichning video darslariga o'tadi.

Bu yerda har bir sahifaga bir dars biriktirilgan bo'lib, darsning videosidan tashqari yangi so'zlar va ularning tarjimasi keltirib o'tiladi.



Bundan tashqari har dars yakunida o'zlashtirish ko'rsatgichini aniqlash maqsadida iSpring dasturida tuzilgan testlar sahifaning pastki qismiga joylashtiriladi va o'sha vaqtning o'zida test natijasi foydalanuvchiga ko'rinadi.

Xulosa qilib aytadigan bo'lsak, yaratilgan har bir sahifa bir necha kun foydalanuvchini dars qilishga undaydi. Zero har bir sahifada ham yangi mavzu bayoni, ham o'tilgan mavzuga doir yangi so'zlar, qolaversa mavzu bo'yicha test savollari mavjud.

Foydalanilgan adabiyotlar ro'yhati:

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2. Informatika va axborot texnologiyalari 11-sinf "Extremum-ress" Toshkent-2018

MODERN TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE.

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Annotation. The article is devoted to the problem of using multimedia in the course "Foreign language". It reveals the role of the integrated use of multimedia in an English lesson, gives the concept of multimedia teaching aids and defines their function. The article provides examples of exercises based on multimedia educational tools and describes the pedagogical experience of methodologists and teachers in using multimedia in a foreign language lesson.

The formation of innovative technologies for teaching foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of a new formation. The introduction of new technologies is also extremely important due to the fact that the new 21st century imposes different requirements on university graduates than the technocratic society of the 20th century. The teaching technology of the last century, based on the logic of science, on the principle "from knowledge to skills" should turn into a technology based on the laws of students' cognitive activity, orientation in teaching, i.e. on the achievement by graduates of the heights of professional, creative and spiritual and moral activities.

Preparing students for life in a constantly changing world is the main goal of innovative technologies in education. With the help of innovations in teaching, the educational process is

oriented towards the potential of the student and their implementation. There is a qualitative change in the student's personality. The development of the ability to motivate actions, independently navigate the information received, the formation of creative non-standard thinking, the development of children due to the maximum disclosure of their natural abilities, using the latest achievements of science and practice, the main goals of innovation. A prerequisite for the formation of students' professional competence is the development of communicative competence, which is reflected in the state educational standards. Communicative competence provides for the formation of linguistic (linguistic), socio-cultural, pragmatic, general educational and compensatory competencies.

Modern teaching technologies contribute to solving the problem. In the practice of teaching foreign languages at the present stage of education, the following technologies are used:

- cooperative learning;
- discussions;
- brain storming;
- problem-oriented role-playing games;
- case-study;
- method of projects;
- E-Portfolio;
- Information Technology.

The ability to lead a discussion, to defend one's point of view, supported by arguments, to concisely express one's thoughts, the ability to listen and hear the opponent are important skills necessary for the formation of communicative and sociocultural competences.

In lessons on oral practice of the foreign language, very often the final lessons are discussions on the problems of a certain topic. For example, within the framework of studying the topic "Choosing a profession", discussions are held on the following topics: 1) The profession of a teacher is a respected profession;

Students choose one topic for discussion in advance, prepare arguments on their own. As a rule, students are divided into two groups (small cooperation groups - about 5 people per group), which advocate opposing points of view on the chosen problem. First, students conduct a preliminary discussion in small groups and only then a general discussion is held.

To successfully carry out this type of work (discussion), it is necessary to carry out preparatory work: to teach students the ability to conduct a conversation, to choose convincing arguments. At the preliminary stage, a brainstorming method is used. All proposals of students on this problem (without discussion) are written out on the board, and then discussed by the whole group. If the student's argumentation seems convincing enough, then the argument is accepted for further discussion, if not, then it is deleted.

An important point is to summarize the discussion. In order to maintain and stimulate the activity of students during the discussion, each of them is evaluated according to a rating system. The number of points that a student can receive for this type of assignment is determined in the technological chart of the teaching materials for the practical course of a foreign language.

When using the project technology of teaching (the project method), a foreign language in the new educational paradigm becomes a process of independent mastery of educational cognitive activity. The complex integrative nature of the project work allows the student to build a single picture of the world, using for this previously acquired knowledge and skills and acquiring new ones. The method of projects involves the use of a wide range of problematic, research, search methods, clearly focused on a real practical result, significant for each student who participated in the development of the project.

When using the project method in teaching foreign languages, all attention is focused on the subject (problem) of consideration. In the process of working on a project, students turn to different sources of knowledge on the problem under consideration, work with information on different media,

including information contained in the Internet information resources. Students have to explore and discuss different points of view, get acquainted with new information, form their own point of view.

At the final stage, participants in project activities present the results of their joint activities. For example, the project City (Astana, Almaty, London) "provides for the presentation of a report with illustrations, drawings, sketches. Each group defends its project, after the presentation there is a general discussion of the presented projects.

Within the framework of the "National Cuisine" project, students are divided into groups, each group performs a specific task: table setting, table etiquette rules, national cuisine recipes, etc. The results are presented in the form of a menu of a restaurant of national cuisine, a menu for a national holiday, a booklet about national cuisine, etc.

The final “product” of the “City” project is a video film about Astana. Each project is defended in front of the group with a video clip demonstration. The group takes an active part in the discussion of the project, students ask questions, evaluate the work in groups, and give their arguments.

The "Travel" project involves the work of students in cooperation groups on the topics "Travel by train", "Travel by plane", "Travel by buses". The result is videos describing this or that type of travel, its advantages and disadvantages.

The project method is widely used by us to go through the topics brought up for independent study.

Role play is used to solve complex problems of mastering new material, developing creative abilities, as well as the formation of communicative and sociocultural competencies. Unlike a discussion, in a role-playing game, its participants take on the roles of characters, as if "getting used" into the role. This helps them to better understand the essence of the problem and find different ways out of this situation on behalf of his character.

In the process of teaching foreign languages, business games are used, which are based on a model of some real activity, the so-called "model teaching method".

Computer technology is a unified educational approach that is based on interdisciplinary content, forms and means of teaching. Informatization of education comes to the fore, the essence of which is that a large volume of information, presented in databases, computer programs, virtual libraries, and reference books, becomes available to students. Information technologies are widely used in teaching a foreign language. Students find the information they need to prepare topics for independent study in a practical English course. In addition, Internet sites are used to improve various communication skills (listening, reading, writing, speaking), developing lexical and grammatical skills, to determine the level of language proficiency according to international standards.

The next process of implementing case technologies in the framework of the modular rating system in teaching English. The situational analysis method is aimed at the development of critical thinking, the formation of students' interest in the very process of obtaining knowledge in problem situations. The case is built in such a way as to encourage students to cooperate and use modern information and communication technologies.

The case has the following components: introduction, creative task, communication workshop. The effectiveness of the teacher who implements this method is associated with the implementation of a number of principles: partnership, cooperation with students; using the latest achievements of pedagogical science and the experience of colleagues; creativity (turning a case into an individually unique creative product), strengthening the role of creative improvisation during training.

Another pedagogical technology is the "student portfolio" presented in electronic form. There are three types of portfolios: development (achievements - developmental), assessment (assessment) and demonstration (showcase). Development portfolios show the dynamics of the development of relevant knowledge and skills in a student over a certain period of time. The assessment portfolio is an external assessment (cross-sectional and final work of the student). Demonstration portfolios are

created upon completion of a university course. They are designed to show the quality of the graduate's training, and are intended to be presented to the employer.

In our opinion, for the development of students' communicative competence, it is advisable to use complex, integrative use of all of the above modern technologies and methods in the educational process. Such active teaching methods help to maximally facilitate the process of adaptation of students to the socio-cultural conditions of the country of the target language, remove barriers in understanding the behavior of representatives of a new culture. In the course of interactive training, you can check how well the student speaks the language, knows how to use the studied material, how adequately he can respond to various proposed situations.

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ДИДАКТИЧЕСКИЙ ПОТЕНЦИАЛ ВИКИ-ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Abstract: The issue of teaching English to schoolchildren of Uzbekistan by means of Wiki is considered in this article. This tool helps to improve schoolchildren’s speaking, reading and writing skills due to its special functions such as multi authorship, hypertext structure, multimedia, publicity.

Термин “вики” был взаимствован из гавайского языка и означает “быстро”. Данное значение оправданно отражает функцию этого сервиса, поскольку он обеспечивает быстрый доступ к материалам. По мнению П.В.Сысоева “вики-технология является одним из видов сервисов Веб 2.0, позволяющий одному человеку или группе людей, находящихся на расстоянии друг от друга, работать над созданием единого документа, внося в него изменения и дополнения”[1]. Вики – это страница для создания совместного документа, которая позволяет всем зарегистрированным пользователям создавать совместные письменные работы и редактировать их. При этом, начальная версия этой странички сохраняется, и пользователь может просмотреть все внесенные изменения в документ или вернуться на исходную версию документа.

Как отмечает Селами Айдин [2], вики – технология позволяет овладеть языком посредством совместного обучения, а учителям выступать в роли модераторов. Она способствует автономному обучению через сотрудничество и служит мотивационным признаком при обучении.

При обучении английскому языку, как отмечает Д.О. Свиридов, вики-технология в интеграции с современными педагогическими технологиями (обучения в сотрудничестве и проектная деятельность) позволяет развивать коммуникативные навыки – чтение, письмо. Если при создании контента учащиеся сами разрабатывают материал, т.е. пишут, читают, то при редактировании материала учащиеся формируют грамматические навыки – проверяют

строй предложений, согласование времен, употребление лексических единиц. Формирование грамматических навыков как продуктивных, так и рецептивных, по мнению Д.О. Свиридова [3], является ещё одним из достоинств вики-технологии.

Е.Д. Кошеляева [4] отмечает, что вики-технология в интеграции с обучением в сотрудничестве и проектной деятельностью способствует формированию социокультурной компетенции.

Рассматривая дидактические свойства вики-технологии в обучении английскому языку, мы выделяем следующее:

Многоавторство. Контент вики создаётся совместно с участием многих зарегистрированных пользователей. Каждый зарегистрированный пользователь имеет возможность создавать, дополнять, редактировать или удалять материал.

Мультимедийность. Пользователи вики могут размещать материал в различных форматах. Размещение аудио-, видео-, текстового материала позволяет формировать такие виды речевой деятельности, как аудирование и чтение.

Гипертекстовая структура. Контент вики может включать гиперссылки на другие ресурсы сети Интернет.

Публичность. Материалы, опубликованные в вики, могут быть доступны всем пользователям сети Интернет, независимо от их местонахождения. Это свойство позволяет использовать вики как в классное, так и во внеклассное время.

Таблица 1

Дидактические свойства и методические функции вики-технологии в формировании англоязычной речевой компетенции школьников

Дидактические свойства вики-технологии	Методические функции вики-технологии
Многоавторство	Совместная публикация материала в вики, формирующая навыки чтения и письма. Умения оценивать и редактировать опубликованный материал одноклассников.
Мультимедийность	Публикация материалов на основе аудио, видео материалов, схем, текстов, график, картинок, анимаций, служащих обогащению языкового материала.
Гипертекстовая структура	Умение оценивать материалы сети Интернет и извлекать из них необходимую информацию. Создавать совместные письменные работы, ссылаясь на различные источники сети Интернет.
Публичность	Ответственность за размещенные материалы, возможность работы в классное и во внеклассное время. Возможность организации сетевого взаимодействия участников учебного процесса

В образовательном Веб пространстве вики позволяют формировать англоязычную речевую компетенцию, представленную в следующей таблице.

Таблица 2.

Англоязычная речевая компетенция школьников, развиваемая на основе вики

Говорение	• излагать основное содержание; • аргументировать свою точку зрения; • делать выводы; • описывать и излагать факты;

	• подробно описывать события; • уметь уточнять детали интересующей информации.
Чтение	• извлекать необходимую информацию; • выделять главную информацию от второстепенной; • выражать свое отношение к прочитанному материалу; • анализировать прочитанный материал; • обобщать прочитанный материал из различных источников сети Интернет.
Письмо	• писать короткие письма и сообщения; • описывать события, факты, планы на будущее; • вносить дополнения в опубликованный материал; • редактировать опубликованный материал; • аргументировать свою точку зрения; • писать поздравления и пожелания; • заполнять анкеты; • собирать, классифицировать, обобщать информацию, используя различные источники сети Интернет и делать выводы; • писать тексты, описывающие знаменитые факты и события стран родного и изучаемого языков.

Одним из ярких проявлений вики-технологии является Википедиа, которая является коллективной работой многих пользователей сети Интернет. Википедия – это универсальная, многоязычная Интернет энциклопедия, контент которого создаётся пользователями сети Интернет. Достоверность опубликованной информации в Википедии остается спорным, так как каждый пользователь сети имеет возможность дополнить, отредактировать, удалить контент. В учебных целях Википедия может быть использована в качестве информационного ресурса для развития навыков чтения.

Рисунок 3. Страница Википедии

Для формирования навыков письменной речи существуют такие бесплатные вики-сервисы, как Pbworks (www.pbworks.com), MediaWiki (www.mediawiki.com), Wikihost (www.wikihost.org).

Рассматривая возможности вики-технологии, можно подчеркнуть, что в процессе обучения английскому языку они позволяют учащимся:

- создавать совместные авторские письменные работы и публиковать их в сети Интернет;
- выступать в роли редакторов и экспертов в определенной области;
- отслеживать вносимые изменения и поправки к опубликованным материалам;
- многократно редактировать и шлифовать опубликованный материал

и обладают:

- открытостью к редактированию всеми пользователями сети Интернет;
- простотой в использовании и возможностью ссылки на другие источники сети Интернет с аутентичной информацией.

Таким образом, вики-технологии, являясь одним из сервисов Веб 2.0, позволяют формировать и развивать навыки чтения, письма, говорения, а также способствуют созданию позитивной мотивации при изучении английского языка.

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ИННОВАЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ С ИСПОЛЬЗОВАНИЕМ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ

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Abstract. This article is about innovative methods of teaching and learning foreign languages. The article focuses on the use of innovation in education to explore research and use all the tools to uncover something new. A different way of looking at problems and solving them are given in this article. The thinking process that goes into it will help students develop their creativity and their problem solving skills.

В нынешнее время инновации в образовании побуждают преподавателей и студентов больше работать над собой, исследовать и использовать все инструменты для открытия чего-то нового в образовании. Это предполагает другой взгляд на проблемы и их решение. Процесс мышления, который входит в его состав, поможет студентам развить свои творческие способности и навыки решения проблем. По мере того как современный мир претерпевает изменения и развитие, можно заметить, что инновации внедряются во всех областях, а также в образовании. Ключевым фактором обучения считается преподавание и обучение. Инновационные методы в преподавании и обучении могут повлиять на многие отрасли, такие как экономика, медицина и политика. Образование является катализатором развития. Невозможно добиться успеха без достаточных знаний.

Инновационные методы в обучении означают организацию уроков с использованием новых взглядов и нетрадиционных форм обучения. Эти методы и формы обучения играют

роль деятельности, которая заставляет учащихся с воодушевлением относиться к уроку. Один из самых увлекательных и заметных методов является метод диспута. В методе диспута важно создать дружескую атмосферу в аудитории, потому что каждый участник должен взаимодействовать с другими и решать проблемы с вдохновением. Данный метод улучшит навыки выражения идей на другом иностранном языке. Если студенты время от времени не практикуются в разговорной речи, период их обучения может быть дольше, чем у тех, кто непрерывно работает над собой. Таким обучающимся необходимо улучшать свои навыки, больше практиковаться и оттачивать своё мастерство. Метод диспута полезен по той причине, что он также развивает навыки ораторского мастерства. Временами бывает сложно выразить идеи перед аудиторией даже на родном языке. Таким образом, метод диспута улучшает речевое воздействие и ораторские навыки. Во время обсуждения преподаватель должен разделять учащихся на группы, таким образом, давая им возможность улучшить разговорные и другие навыки, помогая, и поддерживая друг друга.

Такие инновационные методы обучения дают эффективные плоды тогда, когда есть обратная связь между преподавателем и студентом. По утверждению таких ученых как Hoffman A. и Hoizhuter J.: «Инновации в обучении призваны решать проблемы и повышать социальные ценности. Они предоставляют новые решения и устраняют традиционные препятствия на пути к существующим, сформулированным проблемам в преподавании и обучении. Таким образом, повышая социальную ценность за счет создания потенциала для реализации и позволяя системе образования адаптироваться к новым направлениям, с помощью которых учащиеся учатся и улучшают навыки, познавая окружающий мир, извлекая выгоду от использования технологий) » [1, pp 3-15].

Данный метод обучения приучает студентов работать над ошибками и учиться на собственном опыте. Студенты могут практиковать свои языковые умения и навыки, общаясь с носителями языка, такими как, туристы, иностранцы и друзья по учебе. Следовательно, они могут говорить с носителями языка и улучшать разговорные навыки и умение слушать. Учащиеся могут направить иностранцев и показать им те места, которые им необходимы или же посоветовать им другие достопримечательности. Во время беседы, они могут дать интересные данные о своём родном городе и в тоже время узнать об интересующих фактах от собеседника. Этот метод изучения языка не только полезен, но и интересен.

Путём генерализации знаний, студенты дорабатывают свои идеи вместе с другими и развивают способности мышления на иностранном языке. Этот процесс является интенсивным. Мотивировка состоит в том, что во время дебатов студенты учатся быстро выражать свою мысль. А именно, студенты, которые изучают английский язык, способны думать на данном языке и ассоциативно передавать свои мысли и идеи другим [2, 238 с.]. Этот метод дает им возможность улучшить не только изучаемый ими язык, но и мыслительные способности. Во время суждений и дискурсов студенты учатся слушать друг друга, активно и конструктивно отвечать другим. В данном этапе, студенты учатся отстаивать свое мнение и уважительно относиться к другим. Например, если студентам дать тему на обсуждение «Ваше мнение о кредитной системе образования в вашей стране?», то первым делом студент внимательно выслушивает идеи других и только затем он выдаёт свои мысли и идеи по данному вопросу. Из этого следует, что он генерирует ответы и путем сопоставления старается использовать свой словарный запас. Таким образом, студент учится трактовать данную ему тему, тщательно разъяснять свои мысли и идеи, а также прислушиваться к мнениям других, несмотря на противоположные и противоречивые мнения окружающих. Это полезная сторона инновационного метода диспута в обучении.

Каждый существующий метод имеет свои положительные и отрицательные стороны. Преимущества заключаются в том, что новые педагогические технологии и современная наука делают учащихся самостоятельными учениками. Иными словами, они могут использовать интернет ресурсы, такие как, электронные книги, а также приложения для освоения

информации [3, с. 4–7]. Современные технологии, такие как, смартфоны, компьютеры, планшеты дают им неограниченный доступ в Интернет. Электронных книг в сети существуют множество и конечно у них есть свои преимущества. В высших образовательных учреждениях существуют различные библиотеки, но если всем студентам потребуется использовать учебники в одно время, то их будет недостаточно, и студентам придется долго ждать. Однако они могут скачать их электронные версии из Интернета, и этого для них будет вполне достаточно.

В настоящее время использование интернета и современных технологий является самым продвинутым видом в получении знаний, путём онлайн уроков существующих в сетевом пространстве. Молодое поколение получает информацию с интернет ресурсов, при этом они не ищут достоверные первоисточники, а полагаются на данные существующие в общем доступе. Им необходимо получать знания в образовательных заведениях в реальном мире и развивать социальные навыки. Во многих странах дети по-прежнему продолжают использовать гаджеты и другие современные технологии, для игр и развлечений, тем самым тратя время впустую. Они предпочитают играть в игры или смотреть фильмы на цифровых устройствах, вместо того, чтобы читать электронные книги или учиться создавать программы или же работать с компьютерными приложениями. Ведь наиболее эффективно использовать гаджеты для изучения иностранных языков. Более того, с этими высокотехнологическими устройствами молодое поколение может развивать свои навыки, используя многочисленные приложения для изучения иностранных языков. Что касается студентов, изучающих английский язык в высших учебных заведениях, то у них есть свои собственные концепции по многим вопросам. Студенты используют современные технологии и гаджеты в основном для разработок самостоятельных работ и проектов по направлениям [4, С. 338]. Однако используя интернет ресурсы, студенты привыкают к получению информации легким путём, что привод со временем к плагиату. Студенты должны понять, что высокие технологии были изобретены человеком, путём научного познания.

Во многих странах высшие образовательные учреждения, оснащены современными технологиями, дабы развить систему образования. В нашей стране уделяется особое внимание оснащению аудиторий современными высокотехнологическими устройствами, но, как и везде существуют недостатки, которые в последующие годы необходимо устранить и создать альтернативные виды использования мультимедийных технологий.

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ИНТЕГРАЦИЯ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ПРОЦЕСС ОБУЧЕНИЯ

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Аннотация: Интеграция мультимедиа в обучение в классе подняла образование на одну ступень выше от традиционной техники. Цель этого исследования - изучить, в какой степени мультимедиа используются в обучении в классе. Это исследование направлено на выявление мультимедийных элементов, которые они часто используют, а если нет, то исследование направлено на выяснение причин, по которым мультимедиа не интегрируются в их обучение в классе.

Ключевые слова: интеграция мультимедийных элементов, мультимедиа, образование, медиа, изображение, графика.

В 21 веке непросто внедрить использование технологий в образовании в качестве дополнительного инструмента для дальнейшего улучшения изучения языка и повышения уровня их компетенций, а также для того, чтобы вооружить учащихся критическими навыками. Кроме того, подготовка к глобализации, информационной и коммуникационной революции в развивающихся странах также является еще одним примером проблем, с которыми сталкивается общество и правительство в нашей системе образования. Высокотехнологичные гаджеты, такие как компьютер.

и мультимедиа были примером полезных инструментов в системе образования во всем мире.

Использование мультимедиа в классе помогает учителю заинтересовать учеников и помогает ученику быть более вовлеченным и запоминать больше информации из урока. Сегодня студентов постоянно бомбардируют технологиями, и они привыкли получать знания и информацию немедленно в нашем быстро меняющемся обществе.

Миллионы студентов используют мультимедийные технологии для выполнения заданий, сотрудничества с другими людьми по всему миру, исследования новых возможностей и создания гипотез. Как классный руководитель, вы должны быть готовы обучать и зажечь этих учеников так, чтобы они знали, как учиться.

Учитель играет преобладающую роль в обычной практике преподавания, концентрируясь на учебниках и конспектах лекций, при этом вербальные способности и представление на доске являются важными стандартами для оценки педагогической компетентности. Когда в класс входят мультимедийные компьютеры, ученики больше не сталкиваются с безвкусной доской.

Вместо этого у них теперь есть воображаемые экраны, показывающие потенциал всех возможностей, представленных перед ними. Это делает его жизненно важным средством для привлечения внимания студентов, поскольку учителя разрабатывают привлекательные, яркие и изысканные мультимедийные учебные программы. В наши дни PowerPoint, благодаря своему удобству для пользователя, по сути, является самым популярным прикладным программным обеспечением, используемым в учебных классах высших учебных заведений. Благодаря передовому прикладному программному обеспечению для дизайна анимации, которое объединяет несколько типов цифровых носителей (например, текст, диаграммы, изображения, аудио, видео и эффекты анимации) в одно, они теперь могут впечатлять студентов более непосредственно воспринимаемой информацией и тем самым улучшать их понимание содержание курса. Это требует учителей более высокий уровень владения мультимедийными учебными программами. Таким образом, мультимедийные технологии при входе в классы повышают умение учителей пользоваться компьютерами и овладевать современными педагогическими навыками, что не только позволяет им адаптироваться к потребностям развития информационного общества, а также к

их собственной карьере, но также повышает их личную компетентность и способность к информации, что приводит к более высокому уровню качества и эффективности обучения в классе.

Элементы мультимедиа. Элементами мультимедиа являются текст, изображения и графика, аудио, видео и анимация. Текст, изображения и графика - это три статических элемента (не перемещаются), тогда как остальные три элемента: аудио, видео и анимация являются движущимися объектами или динамическими объектами в мультимедийном приложении.

Текст

Текст очень важен для общения на любом носителе. Он предполагает использование типов текста, размеров, цветов и цветов фона. В мультимедийном приложении другие медиа или экран могут быть связаны с помощью текста. Это то, что вы называете гипертекстом. Вы можете создавать текст непосредственно в приложении для разработки или импортировать его из внешних текстовых файлов.

Изображения и графика

Графика делает мультимедийное приложение привлекательным. Они помогают проиллюстрировать идеи с помощью неподвижных изображений. Используется два типа графики: растровые (рисованная графика) и векторная (рисованная графика).

Растровые изображения - это реальные изображения, которые можно снимать с таких устройств, как камеры или сканеры.

Векторная графика рисуется на компьютере и требует небольшого количества памяти. Существуют различные форматы изображений, такие как формат захваченного изображения и формат сохранения изображений. Формат захваченного изображения известен двумя основными факторами: пространственным разрешением, которое определяется как пиксели x пиксели (225x 225), и цветовым кодированием, которое задается битами на пиксель. Оба фактора зависят от оборудования и программного обеспечения для ввода / вывода изображений. Формат сохраненного изображения - это когда мы храним изображение; мы храним двумерный массив значений, в котором каждое значение представляет данные, связанные с пикселем изображения. Изображения этих типов можно редактировать с помощью некоторых программ, таких как GIMP для рисования и рисования.

Аудио

Аудио - лучший способ привлечь внимание. Мультимедийное приложение может потребовать использования речи, музыки и звуковых эффектов. Они называются аудио или звуковым элементом. Чтобы заинтересовать публику. Аудио эффективно для обучения и обучения. Есть два типа аудио: аналоговый и цифровой. Относится к воспроизведению и передаче звука, хранящегося в цифровом формате. Оцифровка и хранение звука или музыки на компьютере или компакт-диске.

Видео

Видео - это технология электронного захвата, записи, обработки, хранения, передачи и восстановления последовательности неподвижных изображений, представляющих сцены в движении. Видео больше похоже на фотореалистичную последовательность изображений / запись в реальном времени по сравнению с анимацией. Видео использует все элементы мультимедиа, оживляя ваши продукты и услуги, но при этом за высокую цену. Хотя для загрузки видео требуется большая пропускная способность, оно очень полезно для передачи определенной информации. Использование видео в электронном обучении, помимо прочего, помогает реалистично продемонстрировать оборудование и процессы. Видео может взять студентов в производственную поездку по всему миру, показать научные или лабораторные эксперименты и помочь объяснить абстрактные или новые идеи. Мультимедийное обучение может включать в себя множество разновидностей стилей обучения, поощряя труднодоступных учащихся в классе. Студенты не только демонстрируют своему учителю мастерство и знание предмета, но и могут транслировать и демонстрировать эту информацию по всему миру.

Видео, DVD, диафильмы или потоковое видео могут быть показаны в классах как часть установленной учебной программы. Их нельзя демонстрировать в развлекательных или развлекательных целях без «лицензии на публичное исполнение вне театра». Сюда входят материалы, обозначенные как «только для домашнего использования», или видеоролики из проката.

Видео только для домашнего использования и в прокатных магазинах можно использовать для очного обучения в классе при следующих условиях:

программы демонстрируются студентам в очной обстановке в классе

- программы показаны только в курсах, сдаваемых за кредит
- программы должны быть показаны только в классах или других местах, предназначенных для обучения
- программы должны быть законно сделанными копиями
- программы не могут быть показаны для развлечения, отдыха или вознаграждения

Использование потокового видео контента при личной встрече разрешено при условии, что контент служит образовательным результатам курса.

Они могут не только делиться своей собственной работой, но и просматривать множество других ресурсов и собирать данные со всего мира. Каждый ресурс, совет или инструмент всегда под рукой у ученика и ограничен только его собственным воображением. Использование мультимедиа в классе позволяет учителю индивидуализировать уроки для каждого ученика.

Учителя могут использовать в своих классах различные мультимедийные и технологические инструменты, чтобы удовлетворить любой стиль обучения. Текстовые сообщения, видео-инструкции, онлайн-игры и подкасты - это лишь некоторые примеры замечательных и влиятельных технологий, доступных преподавателям.

Учителя должны задать себе несколько вопросов при интеграции видео технологий и мультимедиа в классе. Какую конечную цель или результат они хотят? Какую информацию они хотят, чтобы студенты узнали из этого урока? Насколько продвинуты их ученики в плане

интеграции технологий? Как это поможет студентам в сохранении знаний? После того, как учитель ответит на эти вопросы, он станет на правильном пути к плавной интеграции мультимедиа в свой класс и адаптации к современному учащемуся.

Обучение с использованием видео технологий и мультимедиа не только помогает ученику и учителю, но и стало важной и неотъемлемой частью учебного процесса для современного учащегося.

Вывод

Верно, что одна из конечных целей обучения языку с использованием мультимедиа - способствовать мотивации студентов и их интересу к обучению, что может быть практическим способом вовлечь их в изучение языка. Что касается развития технологий, мы полагаем, что в будущем использование мультимедийного преподавания английского языка получит дальнейшее развитие. Процесс изучения английского языка будет в большей степени ориентирован на учащихся, но отнимет меньше времени.

Таким образом, он обещает, что качество обучения будет улучшено, и студенты смогут эффективно развивать коммуникацию на английском языке, а это означает, что коммуникативная компетентность студентов будет и дальше развиваться. В заключение, мы считаем, что этот процесс может полностью улучшить представления студентов и практические языковые навыки, что полезно и полезно для обеспечения и достижения эффективного результата преподавания и обучения. За исключением нескольких проблемных областей, мультимедийные технологии могут эффективно использоваться в классах при надлежащих компьютерных знаниях со стороны учителей, преодолевая финансовые проблемы при создании инфраструктуры и не позволяя учителям становиться технофобами.

Технологии быстро развиваются и начинают предоставлять преподавателям множество потенциальных инструментов. Будущее образования заключается в поиске тех технологий, которые позволят учащимся активно учиться.

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THE USE OF SYNONYMY IN COMPUTER TERMINOLOGY

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Abstract: Synonymy in computer terminology is not such a rare phenomenon. The authors of many textbooks, articles, dictionaries on computer science in English actively use synonyms for the designation of a device, operations, commands, etc. EMV users constantly use synonyms in colloquial speech.

Synonyms are words that sound different, referring to one part of speech, having one or more similar meanings, which, expressing one concept, may differ in additional shades of meaning (expressing various additional signs of a concept or accompanying representations, or a different degree of a sign), emotional or stylistic coloring, use and compatibility with other words in free and stable phrases.

With the help of synonyms, native speakers of any language can convey the subtlest shades in the meanings of words, choosing more and more lexical units at the same time, which enable us to detail with precision the ideas about the observed facts and objects. Among the synonyms there are words that are separate names completely coincide in their semantic scope. Such kind of identical lexical units of language are called absolute synonyms, or doublets. Lexical doublets of this kind have minimal and optimal conditions for their coincidence. The minimal conditions for the identity of such words is their complete semantic coincidence: puma-cougar, spelling-orthography , nominative-name, etc., when other differences in similar words do not play a role, and words are perceived by the linguistic consciousness as absolutely coinciding value. The maximal conditions of doubletness are the complete semantic identity of words and the absence of stylistic differences (which to some extent takes place in doublets of the first type).

Teaching the synonymy began to pay attention to the XII century. In 1718, Gerard published a book called "Zestesse de la lengua francoise", and he tried to disseminate doubts in the immediate words. France was the first country to study the problem of synonyms and their meanings. By the end of the XIX century, due to the study of languages, speech culture, oral and written forms of communication, interest in the distinctive signs of synonyms has increased with the study of information and writers' language. By defining the nature and function of the synonyms, scientists began to determine its existence. At present, there is no universally accepted theory of synonymy in Russian, English, or Uzbek linguistics.

In terminology, there are a huge number of terms that express the same concepts, the same objects and phenomena of reality. These are the so-called synonym terms. Synonymy can be lexical and syntactic. Moreover, both are widespread in terminology. There are several examples of synonymous series of computer science terms.

The phenomenon of synonymy in terminology is also called terminological doublet. Terminological doublets are words or phrases that are united by a special terminological correlation with the same scientific concept and object of reality.

1. Synonymous correspondence: "word phrase". These synonymous correspondences are used to refer to different devices of computer, for example, diskette - floppy disk - flexible disk (дискета) ; cache - additional memory (дополнительная память). There are also terms that illustrate the processes that occur while the computer is running: back grounding - background processing (фоновая обработка).

Consider a group of synonyms diskette - floppy disk - flexible disk. Diskette is mainly used in colloquial speech, and the other two synonyms can be found in newspaper and magazine articles, technical instructions and textbooks on computer science.

For example, Floppy disks are a magnetic storage medium, which can be recorded, erased and used over and over again [7, p. 34]. - The term diskette refers to the colloquial style, but it is also used in MS-DOS messages: Diskette is right-protected. - Re-insert diskette for drive A.

It is quite natural that from such synonymous correspondences the one-word term is used in colloquial style of speech and is used more often than a synonym-word combination.

2. The synonymous correspondence "phrase " can be found mainly in newspapers, magazines and textbooks. This is one of the many groups of synonyms in computer terminology. As you know, synonymous correspondences of this type are determined by the semantic-grammatical model of word combinations. From this point of view, synonyms can be distinguished in computer terminology - word combinations formed according to the following models: "adjective + noun"; "Noun + noun". Let us illustrate with examples the correspondence "adjective + noun": hard disk - rigid disk - hard

drive (жёсткий диск (винчестер); internal memory - main memory(внутренняя память). In the group of synonyms hard disk - rigid disk - hard drive, the term hard disk is used as a special term, it is used both in colloquial speech and in texts. The other two synonyms are practically not used, the term hard drive is sometimes used in computer operating instructions, and the term rigid disk can sometimes be found in textbooks and dictionaries, for example: To prepare your hard disk for the MS-DOS operating system you must create a partition for MS-DOS, called a DOS partition. Standard equipment includes a removable 540-Mb hard drive. - Standard equipment includes a removable hard drive with a capacity of 540 megabytes.

3. Synonymous correspondence "full form of term - short form of term". In speech use, verbose terms are inconvenient due to their cumbersomeness. And it is especially important that the use of full forms conflicts with the principle of linguistic economy, according to which only individual linguistic forms that optimize communication are realized in speech. Therefore, short variants of the term, truncated forms, abbreviations, as well as the phenomenon of ellipsis appear in the texts, when instead of the full form of the term one of its constituent parts is used, semantically correlated with the concept expressed by the term. The most common linguistic ways of forming short forms of a term in computer terminology can be distinguished: lexical and graphic abbreviations.

Truncations of the end part of a word are most common: keyboard - KEYB (загрузка программы управления клавиатурой); directory -DIR (директория); volume - VOL (метка тома (диска)); rename - REN (метка тома (диска); compare - COMP сравнить; demodulator - DEM (демодулятор).

Initial abbreviations are the most common form of lexical abbreviations in computer terminology. The abbreviation is used to refer to various components and
computer devices, it is used to designate many Internet terms. In this case, three types of initial abbreviations can be distinguished:

- alphabetic (pronounced as a set of alphabetic names of letters): ADC - Analog Digital Convertor (аналогово-цифровой преобразователь); HDD - Hard Disk Drive (дисковод на жёстких дисках, винчестер); PC - Personal Computer.

- sound (pronounced by the names of individual letters that make up the abbreviation): BIOS Basic Input Output System (базовая система ввода – вывода); DRAM Dynamic Random Access Memory (динамическая память прямого доступа); DIMM Dual In-line Memory Module (двухсторонний модуль памяти, конструктив модуля памяти).

- alphanumeric (combines the above two methods): ACPI Advanced Configuration and Power Interface (современный интерфейс конфигурирования и управления энергопотреблением);
API - Applications Programmer's Interface (интерфейс прикладного программирования); CD-ROM -Compact Disk-Read Only Memory (устройство для считывания компакт-дисков).

The article highlights the main types of synonymous correspondences. The main attention is paid to syntactic correspondences, since they prevail in the considered informatics sublanguage. The most relevant is the use of lexical abbreviations in written and oral speech of the sublanguage in question. This fact is of particular interest, since computer scientists, as well as ordinary computer users, prefer reduction in order to save time. Among the lexical abbreviations, truncations and initial abbreviations. Moreover, the latter are the most common type of lexical abbreviations. It should be noted that abbreviations are mostly stylistic synonyms. Of particular interest is the fact that synonyms are often completely replaceable in both oral and written speech. Moreover, in computer terminology there is a phenomenon of absolute synonymy.

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MULTIMEDIA TECHNOLOGIES AS a MEANS OF MOTIVATING STUDENTS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Annotation: The article is devoted to the role of multimedia technologies in the foreign language teaching. The authors of the article consider them as a means of students' motivation. It is said, multimedia technologies help to develop communicative competence that is an essential part in the foreign language acquisition. Also, it is noted, computer technologies make the education process more efficient and the authors state that modern technologies usage is effective at all stages of language teaching and with all different groups of students.

The development of modern society occurs in the era of informational technologies and characterized by the use of information technology tools in many areas of human activities, including in the field of education. The rational combination of education means with the modern information and computer technologies (ICT) is one of the possible ways for solving the problem of educational modernization. Means of ICT contributes to the development of personal qualities of the individual, the variability and individualization of school education. Modern ICTs provide active, creative mastering of the students studied subject, allow presenting the material at a new qualitatively higher level. Their usage opens up fundamentally new opportunities in the organization of the learning process. Foreign language is a subject that, due to its specificity, namely, the creation of an artificial language environment for students due to a lack of natural language, presupposes the most flexible and wide use of various technical means of instruction. Therefore, it is not surprising that in the teaching of foreign languages, new possibilities, opened by multimedia, have found a wide variety of applications. In the process of teaching foreign languages in the modern secondary school, lighting and sound engineering tools are traditionally used. But at the present time new information technologies have come to education system: a computer, a multimedia textbook, the Internet, electronic educational resources.

Currently, multimedia technologies are being introduced into the educational process, which are a special type of computer technology that combines both traditional static visual information and dynamic, making it possible to simultaneously influence the visual and auditory senses of students. This allows you to create dynamically developing images in various information representations (auditory, visual). A characteristic feature of multimedia technologies, in comparison with traditional ones, in the educational process is the presentation of information not only in the form of text, but also in the form of images that maximize the concentration of students' attention, contribute to better understanding, comprehension and memorization of information.

Thus, based on the above definitions, in our study we take as a working definition of multimedia technologies a set of computer technologies that simultaneously use several types of information: graphics, text, video, photography, animation, sound effects, and high-quality soundtracks.

Multimedia technology emerged with the invention in 1986 of laser-readable CDs. This innovation made it possible to place an enormous amount of information on a 12 cm disc. Then, in the late 1980s, successful attempts were made to combine video and sound with computer programs,

which made it possible to create interactive tutorials. Now the student was not just a listener or spectator, he began to take an active part in what was happening on the monitor screen, thereby changing the course of events.

The development of the Internet, a virtual space, is taking place, which makes it possible to connect millions of computers and transmit images and sound over vast distances in a matter of moments. With the advent of the Internet, a new environment for the functioning of language as a means of communication in virtual space has emerged.

Language as a means of communication is constantly evolving, the structure of the language, grammar, pronunciation, spelling of words are changing, innovations can serve as an example, for example, some forms of the future tense are practically not used in English, there are many other examples. The process of teaching a foreign language is a complex, constantly evolving system. The computerization of foreign language teaching helps to facilitate access to information and reduce the time for learning a language. At the moment, there is a huge selection of multimedia products, Internet pages containing information necessary for learning a foreign language, electronic textbooks, databases with thematic texts and exercises.

One of the urgent problems of modern methods of teaching foreign languages is the orientation of the entire educational process towards active independent work of students, creating conditions for their self-expression and self-development. The computer does not determine the content of training - it is only an effective means of teaching a foreign language, therefore, the development of methodological foundations of teaching foreign languages using a computer should be based on a deep analysis of didactic and methodological possibilities that contribute to the implementation of the main goal in teaching foreign languages - the formation of skills of communicative competence.

The computer allows students to simulate the conditions of communication; master lexical and grammatical skills; individualize and differentiate training; increase motivation; increase the volume of language training; contribute to the development of student self-esteem; ensure the transfer of language material to other types of speech activity. The computer provides tremendous opportunities for testing the level of proficiency in a foreign language or topic with the participation of a teacher, which will reduce the time for checking the results. Various tests are possible: wildcard, selective, true-false, template. The teacher can use the computer to optimize teaching, increase the efficiency and objectivity of the educational process with significant time savings, to organize teamwork and to work with educational materials. As a means of technical support for the teacher's activities, the computer opens up broad prospects for improving the organization of the learning process; moreover, some organizational forms of the educational process cannot be implemented without the use of a computer, for example, collective creative work on a joint project.

Thus, for a teacher, the use of a computer provides an opportunity for continuous improvement of educational materials, operational control over the course of the educational process, and the introduction of new organizational forms of training.

The issue of integrating the Internet into education, and in particular its application in teaching foreign languages, is now also quite relevant.

Using the Internet it is possible to:

- include network materials in the content of the lesson (integrating them into the curriculum);
- conduct an independent search for information by students as part of the work on the project;
- increase motivation and create a need for learning a foreign language through live communication;
- to form and develop reading skills and abilities, directly using materials of the network of varying degrees of complexity;

- to form and develop listening skills and abilities on the basis of authentic sound texts on the Internet, also, accordingly, prepared by the teacher;
- improve writing skills by composing responses to correspondence partners; replenish the vocabulary with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the target language;
- to receive cultural knowledge, including speech etiquette, peculiarities of speech behavior of different peoples in communication conditions, peculiarities of culture, traditions of the country of the target language.

At the moment there are a large number of sites addressed to the teacher of foreign languages. On such sites, you can find ready-made lessons of foreign language teachers, thematic videos, hand newspaper articles, various thematic texts, exercises, grammar explanations, and audiobooks.

Thus, now there are a large number of means of teaching a foreign language. Currently, there is an active introduction of new multimedia technologies in the process of teaching foreign languages in institutions and universities of the country. The main emphasis is on equipping higher and secondary educational institutions with computers with subsequent connection to the Internet.

Computer teaching technologies are designed to provide a qualitatively new level of education. Multimedia technologies have been introduced quite recently, but, despite this, they are more and more successful in teaching foreign languages every day. The computer should serve as an auxiliary tool, like any other technical teaching tool or textbook. We should not forget that a computer has a number of advantages: it combines video and audio information, text information, the ability to record your own voice and further correct pronunciation. The teacher can use the computer to optimize teaching, increase the efficiency and objectivity of the teaching process with significant time savings.

In conclusion, there should be noted that at present the use of modern multimedia technologies is effective at all levels of teaching a foreign language. Moreover, the variety of technologies in teaching makes the lessons more intense and interesting. This approach motivates students to work in the classroom, makes it easier to understand a foreign language.

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INGLIZ TILINI O'RGANISHDA MULTIMEDIA TEXNOLOGIYALARINI JORIY ETISH HOLATI VA ISTIQBOLLARI

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Abstract: This article aims to analyze the use of multimedia technology to English language teaching in the non-native speaking countries and ascertain the benefits of them in pedagogy. The rapid development of science and innovation such as multimedia technology has offered a variety of better tools to explore the new teaching methods. In fact, multimedia technology has played a significant role in English language teaching, especially, in the non-native speaking of English. This article was written in order to make non-native speakers of English as language teachers aware of the strategies to utilize them in an effective manner during the lessons.

Zamonaviy texnologiyalar davri bo'lmish XXI asrda hayotimizning biron bir sohasini ularning o'rnisiz tasavvur qila olmaymiz.Bugungi kunda insoniyat texnologiyalar bilan hamnafas yashash bilan bir qatorda,ularning funksiyalarini yanada rivojlantirish va turmush tarziga mutanosib ravishda uyg'unlashtirish ustida qizg'in ish olib bormoqda.Shu o'rinda ta'lim tizimini ham jahon hamjamiyatining standartlariga mos ravishda, innovatsion texnologiyalarga tayangan holda olib borish bu sohada turli izlanishlar va yangi uslublarni yaratishni,darsni yanada takomillashtirib,yangicha yondashuvlarni targ'ib qilishni va eng muhimi, o'qituvchining o'z ustida ishlashini talab etmoqda.Ayniqsa, xorijiy tillarni,jumladan,ingliz tilini o'rganishda multimedia texnologiyalarini qo'llash ta'limning eng muhim talablaridan biri bo'lib,ular nafaqat dars sifatini oshiradi, balki ingliz tilining to'rt mahorati (listening-tinglab tushunish, reading-o'qib tushunish, writing-yozish, speaking-gapirish) bilan dars davomida vaqtdan unumli foydalangan holda shug'ullanish imkonini yaratadi. Natijada esa, tilning barcha ko'nikmalari teng darajada o'sib boradi va qisqa fursatda yuqori ko'rsatkichga erishish imkonini yaratadi.

Dastlab,mutimedia texnologiyalari nima degan savolga javob bersak.Multimedia texnologiyalari — bu turli shakldagi axborotlarni qayta ishlovchi vositalar majmuasidir. Multimedia texnologiyalariga avvalo, tovushlar, video-elementlarni qayta ishlovchi vositalar, multiplikatsiya (animatsiya) va yuqori sifatli grafika kabi vositalar kiradi.Zamonaviy ta'lim vositalari — interaktiv, audio-vizual, multimediali o'quv jihozlari bugungi kunda pedagogikada keng qo'llanilayotgan tushunchalar hisoblanib, ularning darsda qo'llanilishi o'quvchi-talabalarning ijodiy tafakkurini loyihalashtirishga yordam berish bilan bir qatorda , dars soatidan unumli foydalanish, kam vaqt sarflab,ko'proq natijaga erishish, o'qituvchiga esa har bir o'quvchining muayyan o'quv materiali ustida mustaqil ish olib borish va buni nazorat qilish, bir vaqtning o'zida muayyan o'quvchilar guruhi uchun bir nechta o'quv dasturini kiritish, o'quvchilarning nutqlarini yozib olish va qaytadan yodga tushirish, kino filmlarni sharhlash va tushuntirishga imkon beradi.Bundan tashqari, multimediali texnalogiyalar o'quvchi ongida axborotning turli manbalari bilan ishlash va olingan natijalarni solishtirish qobiliyatini rivojlantiradi, uning asosida esa — foydali ko'nikma va malakalar, nihoyatda keng doiradagi salohiyatlar shakllanadi.

Nafaqat ingliz tili, balki,barcha xorijiy tillarni o'rganishda lingafon xonalarining o'rni beqoyosdir.Lingafon kabineti (lot. linqua — til va yun. phone — tovush, nutq) — tovush texnikasi degan ma'noni anglatib, proyeksion va kinoproyeksion apparatlar bilan jihozlangan maxsus auditoriya (sinf,xona) hisoblanadi.Lingafon kabineti apparaturalari, ya'ni magnitofonlar, elektrofonlar, mikrofon,telefon kuchaytirgichlar o'quvchi(talaba)larga audiovizual usul bilan o'zga til nutqini, talaffuz shaklini, o'rganilayotgan til muhitini yaratish, ona tilining nutq madaniyatini

o’rganish ustida mustaqil ishlash uchun qulay sharoit yaratadi .Jumladan, o’quvchi(talaba) endilikda ushbu innovatsion texnologiyalar bilan ishlagan test natijalarini bilish uchun bir hafta kutishi shart emas. Sababi,o’qituvchi avvaldan tayyorlangan testni kompyuter xotirasiga kiritadi va monitorda test namoyish etiladi. O’quvchi testni ishlab bo’lgandan so’ng esa, qayd etilgan natija foizlarda avtomatik ravishda kompyuter monitorida ko’rsatiladi va o’quvchi darsning o’zidayoq, test natijalari bilan tanishgan holda, xatolari ustida ishlash imkoniyatiga ega bo’ladi. Zamonaviy multimedia texnologiyalari endilikda dars davomida ishtiroki qoniqarsiz bo’lgan o’quvchini ham darsda faol ishtirok etishiga sababchi bo’ladi. Sababi,qiziqarli va ayni vaqtda rang barang ko’rinish va bir qancha qulayliklarga ega bo’lgan jihozlar o’quvchi e'tiborini o’ziga jalb etmasdan qolmaydi. Interaktiv doska esa mana shunday vazifani o’z bo’yniga oladi,ya'ni o’quvchi topshiriqni interaktiv doskada bajarish davomida axborotning turli manbalari bilan ishlaydi va olingan natijalarni o’zaro bir-biriga solishtiradi, bundan tashqari, qo’yilgan savollarga javob kutar ekan,ko’rgazmali axborot ustida faol fikr yuritadi, ko’tarilgan muammolarni hal qilish yo’lini mustaqil qidiradi va shu sababli ham o’quv materialini faol o’zlashtiradi.Magnitofon va elektrofonlar esa mahalliy inglizlarning nutqini tinglash va ingliz tiliga xos bo’lgan ko’nikmalarni o’rganish imkoniyatini yaratib beradi.O’z-o’zidan o’quvchilar ingliz tili nutqiga moslashib boradilar va ingliz tilida olib borilgan suhbat(conversation)larda talaffuz qilish muammosiga kam duch kelishadi.

Ta’lim jarayonida zamonaviy multimedia texnologiyalarining joriy etilishi xususidagi ijobiy natijalarga to’xtaladigan bo’lsak, an’anaviy ta’limga nisbatan quyidagi samaralarga erishish imkonini berishiga guvoh bo'lamiz:

-dars davomida jadval va rasmlarni rangli, ovozli, animatsiyalar, gipermatnlar bilan boyitgan holda qo’llash;

-turli uslub va yondashuvlarga ega bo’lgan interaktiv veb-elementlar, testlardan foydalanish;

-darsning nazariy materialini boyitib borish va qo’shimcha manbalardan foydalanish;

-axborotlarning muntazam ravishda yangilab turish,jahon hamjamiyati tajribasini amalda sinab ko’rish;

-ta’lim jarayonida o’quvchi-talabalar bilan ko’proq individual ishlash,fikrlash doirasini yanada kengaytirish,darsga bo’lgan qiziqishlarini oshirib, egallagan bilimlarilarini rivojlantirish,o’z fikrlarini mustaqil ifodalashlariga imkon yaratish;

-ta’lim jarayonida fanlararo aloqalarni kuchaytirish,xorijiy tillarni o’rgatish davomida,xorijiy mamlakatlarda qo’llanilgan amaliyot va tajriba bilan tanishish ;

-ta’lim jarayonining moslashuvchanligi,keng hajmdagi manbalarga ega bo’lish, texnologik bazasini zamonaviy AKT vositalarini joriy etish orqali yanada takomillashtirib borish;

-dars dinamikasini oshirish,egallangan yangi bilimlarni sinash va ularning darajasini aniqlash;

-natijaga ko’ra baholanish va buning natijasida o’quvchining darsga bo’lgan qiziqishini orttirish;

-ta’limga oid muammolarga yechim topish,ba’zaviy ma’lumotlarga ega bo’lishda yordamchi vazifasini bajarish.

Multimedia texnologiyalarining pedagogik uslublarda qo’llanilish istiqbollari ustida o’z izlanishlarini olib borayotgan olimlardan biri bo’lgan Garri Motteramning multimedia texnalogiyalari xususidagi qarashlari yuqorida sanab o’tilgan fikrlarni yana bir bor tasdiqlaydi: "An’anaviy dars xonalarda ham zamonaviy multimedia texnalogiyalariga yondashgan holda dars o’tish, yuksalishning ilk bosqichlarini o’zida namoyon etadi".

Xulosa qilib shuni aytish mumkinki, multimedia texnologiyalari ta’lim jarayonini axborotlashtirish va yangicha tizim asosida yondashishning chinakam istiqbolli yo’nalishlaridan biridir. Ta’lim jarayonida multimedia texnologiyalarining joriy etilishi talabalar va o‘quvchilarni intellektual rivojlantirish, keng ijodiy tafakkurga ega, ilg’or pedagogik va bu texnologiyalarni samarali qo’llay oladigan shaxs sifatida o’z kasbiy-mutaxassisligi uchun zarur fazilatlarning egasi bo’lish,o’z ustida ishlash va eng muhimi, jamiyatimizni ijtimoiy-iqtisodiy jihatdan taraqqiy ettirishning muhim shartidir.Shuningdek, ular o’quvchilarning chet tillarini o’rganishlarida, tafakkur

doiralarini yanada kengaytirish va tilning amaliy kórsatkichlarini o'stirishda yuqori darajadagi kórsatkichlarga erishish imkoniyatini yaratib beruvchi ta'lim vositalaridir.

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ВИКИ ТЕХНОЛОГИЯСИНИНГ ИНГЛИЗ ТИЛИНИ ЎҚИТИШДАГИ АҲАМИЯТИ

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Abstract: In this article methodological potential of wiki technology in teaching English is considered. Moreover, didactic features, advantages and implementation methods of this technology in English classroom are examined.

Ҳозирги шароитда рақамли технологиялар кенг миқиёсда ҳаётнинг барча жабҳаларида шунингдек таълим тизимида ҳам кенг фойдаланиб келинмоқда. Компьютерни пайдо бўлиши кейинчалик ақлли телефон ва рақамли қурилмаларнинг ҳаётимизга кириб келиши, маълумотларга эга бўлиш уларни узатиш ва сақлаш усулини ҳамда миллий таълим тизимини ҳам тубдан ўзгартирди. Бу эса ўз ўрнида таълимни рақамлаштиришга ўз ҳиссасини қўшди. Таълимни АКТ ёрдамида олиб бориш ҳозирги кунда кенг оммалашиб, унинг дарс жараёнида қўлланиши ўз самарасини бериб келмоқда. Шундай технологиялардан бири бўлган Вики технологияси ҳам инглиз тилини ўргатишда қўлланилиши ҳозирги кунда кенг тарқалмоқда. Экстримал дастурчи Уорд Каннингем томонидан 1995 йилда яратилган Вики технологиясини инглиз тилини ўқитишдаги аҳамиятини кўриб чиқамиз.

Wики технологияси - бу бир кишининг ёки бир-биридан узоқликда жойлашган бир гуруҳ одамларнинг битта ҳужжатни яратиш, унга ўзгартириш ва қўшимчалар киритиш устида ишлашига имкон берадиган Web 2.0 хизматларининг турларидан бири. Вики ("WiKi") хизматининг номи Гавайи тилидан олинган бўлиб, "тез" деган маънони беради ва маълумотларга тезкор киришни англатади. Кейинчалик бу терминга инглиз тилида ҳам What I Know Is бэкроними яъни таърифи ўйлаб топилди. Бу технология етарли даражада асосланган бўлиб, материал билан ишлашнинг динамикасини акс эттиради. Интернет орқали бир-биридан узоқ бўлган чексиз кўп одамлар вики-саҳифаларни яратишда иштирок этишлари

мумкин. Вики хизматининг ҳар бир рўйхатдан ўтган фойдаланувчиси бирор бир мавзу таркиби ва мазмунни яратиш, қўшиш, тузатиш ва олиб ташлаш жараёнида иштирок этиши мумкин (сайт таркиби, шу жумладан матнли материаллар, расмлар, фотосуратлар, аудио ва видеофайллар, бошқа Интернет-ресурсларга ҳаволалар) ёки вики-саҳифаларнинг асл нусхасига қайтиши мумкин. Такрорий муҳаррирлаш натижасида мунозара қилинаётган масала бўйича турли фикрларни акс эттирувчи анча тўғри ва нисбатан тўлиқ маълумот материали шаклланади. Жумладан, Википедия сайти энг машҳур викилардан бири ҳисобланади.

Ўқув жараёнини такомиллаштириш учун самарали ўқитиш ва ўқитиш воситаси сифатида Викидан фойдаланиш ҳозирги кунда оммалашмоқда. Ҳамкорликда ўқитиш – таълим бериш ва ўрганишнинг муҳим қисми бўлганлиги сабабли Вики технологияси бу жараённи бизга осонлаштириб беради.

Вики технологиясининг очиқлик ва эркинлик каби хусусияти шуни англатадики, ҳар ким ушбу технологиядан бепул фойдаланиши ва ҳаттоки унинг кодига ўзгартириш киритиши, шунингдек жойлаштирилган материални қайта ишлатиши яъни нусхалаш, нашр этиш, ўзгартириш мумкин, чунки кўпгина викилар ичидаги матнлар нусха кўчириш шарти билан нашр этилади.

Вики технологиясининг асосий афзаллиги шундаки бу технологияни анъанавий, гибрид ёки онлайн машғулотларда маълумот йиғиш, баҳолаш, ўқувчилар ўртасида ҳамкорлик ва фаолликни ривожлантириш мақсадида кенг фойдаланса бўлади.

Ҳозирги пандемия даврида амалий машғулотлар жараёнида вики технологиясидан фойдаланиш талабалар учун ноёб онлайн тажрибани яратишга имкон беради. Бу асосан уларга назоратни амалга оширишга ёрдам беради.

Викидан самарали фойдаланиш учун, аввало сиз ва сизнинг гуруҳингиз учун қайси вики веб-сайт мос келишини аниқлашингиз лозим бўлади.

Инглиз тилини ўқитишда Википедиядан талабаларнинг тил амалиётини маданий бойитиш ва уларнинг ўқиш кўникмаларини ривожлантириш учун ахборот манбаи сифатида самарали фойдаланиш мумкин. Талабаларнинг ёзув кўникмасини ривожлантириш учун эса таълим мақсадида махсус яратилган вики серверларидан фойдаланиш тавсия этилади. Масалан: маълумотларни уларга дарҳол жойлаштиришга имкон берувчи Pbworks (www.pbworks.com), MediaWiki (www.mediawiki.com), Wikidot.com каби бепул вики сайтлардан унумли фойдаланса бўлади.

Нима учун Вики?

Сабаби шундаки, Вики технологиясидан унумли фойдаланиш бир қанча қуйидаги афзалликларга эга:

- Вики ҳамкорликда таълим олишнинг асоси бўлиши мумкин, чунки бу технология талабаларга гуруҳ ичида муаммога ечим топиш, берилган лойиҳа ишини биргаликда бажаришга имкон беради.
- Ушбу технология асосан инглиз тили билишнинг кўникмаларидан бири бўлган ёзув кўникмасини талабаларда ривожлантиршда қўл келади.
- Вики ёрдамида интерактив ўқув муҳитини яратиш мумкин.
- Вики технологияси талабаларни ёзиш, муҳокама қилиш каби кўникмаларини ўқув машғулот давомида фаоллаштиришни тарғиб қилади.
- Вики ўқувчиларда рақамли саводхонлик кўникмаларини ривожлантириб, уларни XXI аср малакали мутахассислар бозорига тайёрлашда сизга ёрдам бериши мумкин.

Қандай қилиб?

Ўқитиш жараёнида Вики технологиясидан фойдаланиш учун ўқитувчиларга аталган баъзи бир кўрсатмалрни кўриб чиқамиз:

✓ Аниқ қоидалар ва натижаларни белгилаб олинг;

✓ Талабаларга улардан нима кутаётганингизни ва талабаларнинг иши қандай баҳоланишини айтиб беринг яхшиси рубрика ишлаб чиқинг;
✓ Батафсил кўрсатмаларни киритинг;
✓ Аутентик вазифалар беринг;
✓ Талабаларнинг роллари ва фаолиятини аниқ белгилаб беринг;
✓ Талабалар фаолиятини диққат билан кузатиб боринг;
✓ Талабалардан бир-бирларининг ёзув материалларини кўриб чиқиш ва шарҳлашларини сўранг;
✓ Ўзаро алоқаларни рағбатлантиринг;
✓ Викилар билан ўзингиз танишиб чиқинг;

Қандай топшириқлар ва вазифалар?

Ўқитувчи сифатида биз қуйидаги топшириқ ва вазифаларни вики технологияси ёрдамида талабалар билан биргаликда бажаришимиз мумкин:

1. услубий кўрсатма, ўқув қўлланма, луғат ва ҳ.з биргаликда яратиш;
2. библиографик шаклдаги гуруҳ лойиҳаси яратиш;
3. яратилган қўлланма ёки дарсликнинг тиниш белгиларини тузатиш;
4. муаллифликни талаб қилмайдиган ҳар қандай лойиҳа;
5. турли ҳил тадбирлар масалан илмий конференциялар режалаштириш;
6. талабалар учун биргаликда тарқатма материал яратиш;
7. талабаларга ҳамколрликда китоблар ва журналлар яратиш яъни Викибукс;
8. муҳокама ёки дебатлар олиб бориш;

Янада тушунарли бўлиш учун вазифаларнинг намуналарини кўриб чиқамиз.

Мисол учун Wikipedia сайтидан бирор бир мавзу танланиб уни фактларга бўлиб берилади. Сўнг талабалар ўзларининг билим ва кўникмалари ёрдамида ушбу маълумотларга тузатиш киргизадилар ёки маълумотни тўлдирадилар.

Яна оддий вазифалардан бири инглиз тилида ўзи ҳақида гапириб бериш. Ўқув йилининг биринчи дарсида ушбу мавзуда гапириш талаблардан талаб этилади. Ушбу вазифани қизиқарли қилиш учун талабага вики технологияси ёрдамида ўзининг шахсий саҳифасини яратишни айтамиз. Бу сайт аниқ бир гуруҳ учун очилади ва барча гуруҳ аъзолари ушбу сайтга ўзларининг фотосуратларини ҳамда маълумотларини инглиз тилида киритишади. Сўнг улар вики уй саҳифасига ҳавола яратадилир. Танишиш жараёнида тил билиш даражаси юқорироқ бўлган талаба инглиз тилида киритилган маълумотдаги грамматик, стилистик хато ва камчиликларни топиб бемалол тўғирлаб чиқиши мумкин. Бу жараён ўқитувчининг вазифасини ҳам енгиллаштиради.

Иккинчи вазифа ёзув кўникмасини ривожлантиришга қаратилган “a book or film review” яъни китоб ёки фильм учун шарҳ ёзиш бўлиши мумкин. Бунда талабалардан ўзлари кўрган фильмлари ёки ўқиган китобларнинг рўйхатини тузишни сўраймиз (8-10 та атрофида). Рўйхат тайёр бўлгандан сўнг улардан биттасини танлаб шарҳ ёзишларини айтамиз. Бу жараён ҳам вики технологияси ёрдамида амалга оширилади. Талабалар интернетдага ушбу китоб ёки фильмга ёзилган шарҳларни ўқишади ва ўзларининг шарҳларини қўшишади.

Электрон ўқитиш саноати асосчиси Кристофер Папас Вики технологияси ёрдамида талабаларга вазифа сифатида қўйидаги топшириқларни таклиф қилади:

Талаба - муҳаррир топшириғи.

Ушбу вазифада инглизи тилининг грамматикасини мураккаб ва рақобатбардош ўйинга айлантирамиз. Грамматик хатоларга эга матн талабларга берилади ва уни таҳрирлаш учун талабалардан викидан фойдаланишлари кераклиги айтилади. Ўқитувчи талабаларни гуруҳларга ажратиши ҳам мумкин ва энг кўп таҳрир қилган гуруҳ ғалаба қозонади.

Шеърият дарси.

Бу вазифа талабаларни инглиз шеърияти билан таништириш билан бир қаторда уларнинг шеъриятга бўлган қизиқишларини орттиради ва ўз ижод маҳсулларини ҳам оммага

намойиш қилиш имконини беради. Ўқитувчи исталган инглиз тилидаги шеърни интернетга жойлаштиради ва ўқувчилардан унинг маъносини муҳокама қилишларини сўрайди.

Хулоса қилиб айтганда, Вики технологиясидан дарс жараёнида фойдаланиш талабаларнинг ёзув кўникмасини ривожлантирибгина қолмай балки талабалар ва ўқитувчилар учун бир қатор потенциал имтиёзларни, шу жумладан, Интернет орқали маълумот алмашиш, билим алмашиш, ҳамкорликни осонлаштириш, ижтимоий ўрганиш ва ўзаро фикр-мулоҳазаларни тақдим этиш имкониятини беради.

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MULTIMEDIA TECHNOLOGIES APPLICATION IN TEACHING/ LEARNING ENGLISH.

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TUIT named after Muhammad Al- Khwarizmi

Abstract: The article shows how to harness multimedia technologies potential and use them as a resource for language learners of all levels with particular emphasis on upper intermediate and pre-advanced students of language.

The modern age is termed as the era of knowledge explosion. This explosion has become possible due to the progress of science and technology. Each and every aspect of human life has changed due to the effects of science and technology. The use of science and technology in the field of communication has revolutionized the whole world. Use of modern technological tools has led to the rise of ICT (Information and Communication technology.)

The World Wide Web offers an enormous resource for educators in all fields of knowledge, not least of all in language learning. The possibilities for creating web-based materials for use in the virtual classroom with a high-educational content to be incorporated within an Internet or intranet site are endless. Foreign Language teaching and learning cries out for web, that's why it is important to make the starting point in everything teachers do: from lesson planning to materials creation to their implementation.

Multimedia technologies open great prospects in teaching and learning the English language and can be an enormous help for teachers who are striving to use multiple models and to differentiate their instruction. Providing a quality education to students in an information age requires teachers to stay abreast of technological developments and, in some cases, to" keep up" with their students. The creation of language learning programs could further substantiate the link between Information and

Communication Technology (ICT) rich environment and improved English learning. The design and implementation of technology-supported learning are addressed at a variety of levels and provide a degree of direct practical experience. That said, the present curriculum should still provide students with a very sound basis for informed and reflective practice in all areas of ICT and education.

We are witnessing the development of Information Technology (IT) in the globalized World, with fast steps beyond anyone could have imagined. At the beginning of the 21st century totally new innovations in studying and teaching are being introduced. Different virtual learning environments emphasize the active and responsible role of the students themselves. Information search and taking control of already collected information requires students and teachers to act in a flexible and responsible way. To make this interaction between students and information work as efficiently as possible, technical and pedagogic support is needed such as:

- Multimedia studio: digital video, image and sound processing, desktop publishing - programs and multimedia programming
- Teaching classroom mainly for training staff in using different software
- Study classroom and accommodation for independent study, individually or in groups
- Videoconferencing
- Creating motivation in the virtual classroom: tools, techniques and observations in the teaching of English to science students using the web.

Today, computer software packages exits in some quantity to assist teachers in this effort. Two major kinds of software are most useful: drill and practice and tutorials.

Drill-and-practice programs have been around for a good many years. This software does not try to teach a new skill, but instead provides students with practice opportunities and feedback on materials they had learned previously. Programs are available in spelling, foreign languages, and other subjects in which knowledge is well structured. Recently, some very effective software packages have been developed to teach students the skills they need to operate a computer, such a keyboarding.

Drill-and-practice software can vary significantly in sophistication. Less-sophisticated programs offer practice opportunities similar to worksheets or flashcards. The practice session in this type of software provides students with a problem situation, asks them to choose a solution, and then provides them with feedback on how they are doing. Correct answers to problem situations allow students to move on more difficult situation. Incorrect answers prompt remedial problems for additional practice. More sophisticated drill-and-practice software, on other hand, includes adaptive designs that afford student practice at the appropriate level of difficulty by providing them with the appropriate level of challenge.

Good drill-and-practice software programs have been designed to be more interesting and motivating than more traditional paper-and-pencil work worksheets, thus providing a unique advantage in teaching skills that might otherwise not engage students for any period of time. Programs that have effective feedback to student responses also assist teachers in performing this important teaching function and keeping track of student progress.

Tutorials differ from drill and practice in that this software is designed to provide instruction and practice on a given skill or topic.

The program leads students through the topic in small chunks and provides them opportunity for guided practice. The tutorial checks students' understanding and provides feedback. After several practice sessions, most tutorials end with a posttest that covers the objectives associated with the tutorial.

Sophisticated tutorials, like more sophisticated drill-and-practice software, allow students to work at their own pace. Students who are having difficulty can return to review and practice materials and those who have grasped the materials can move ahead to new materials. Also, like drill-and-practice programs tutorials have been around for a long time. They were initially called programmed instruction.

However, contemporary drill-and-practice and tutorial software programs can be powerful and flexible tools for teachers to help their students' acquire basic information and skills. Students control the instructions , learn at their own pace, and can use the programs almost anywhere these is a computer- at home, school, or work.

An informal survey of websites aimed at learning languages shows a fair number of grammar courses, reading comprehension exercises and language learning games. There is a relative lack of focused listening activities for language learners. This is at a time when the multimedia explosion of on-line radio and TV stations means that there is a vast quantity of high quality authentic listening material available on the web. Many examples of web based interactive listening and viewing exercises are presented with practical tips on how to develop similar material. The demonstration will include a power point introduction to the features of the website, and to the authoring process. It will also look in some detail at a wide range of interactive activities aimed at improving listening comprehension competence with examples in English.

The many and multiple modalities made available with multimedia technologies can appeal to students with varying learning styles and preferences. For example, PowerPoint presentations will appeal to students who are more visually oriented, whereas programs with interesting sound features may provide help for those who prefer getting their information through auditory channels. Technology can also be used to facilitate learning in the various multiple intelligences; for example, verbal skills can be enhanced by the ease with which computers allow revisions of written work, or interpersonal skills can be developed when students work on computers together or in small groups.

Many computer programs can be motivating for students who have trouble remaining engaged in other kinds of learning activities.

Multimedia technologies hold great potential for positive effects on student learning. It is particularly important for new teachers to have the essential technological skills so they can harness the power of computers and related technologies for effective teaching. New technologies can be powerful teaching and learning tools when in the hands of teachers who know how to integrate them appropriately into their day-to-day interaction with their students. They also need to be aware of possible negative side effects characteristic of any innovation. And, of course, a permanent concern among the university teachers of English is how to motivate students to sustain their academic engagement.

Most teachers who use tutorials and related technologies in their classrooms report the strong motivational aspects of multimedia resources.

Several important studies have confirmed the motivational elements of teaching practices that make use of technology. For example, an essential element for improving basic skills such as spelling is keeping students interested .Many software programs are developed to use reinforcement theory. When the user identifies a correct answer or exhibits desirable behavior, a reward is provided to reinforce and get the individual to repeat the behavior. Other software programs are developed to satisfy an individual's achievement motivation and aim at being both entertaining and educational. Some software programs with game like and competitive features are motivational to most students. Motivation to achieve meaningful learning and higher-level goals is also important. Achieving higher-level goals requires students to do hard mental work and bear most of the responsibility for their own learning. Working through multimedia learning programs , interacting with computer simulations, or creating Web sites helps provide interesting challenges to students and helps them sustain the required mental activity to process and learn meaningful information and ideas.

Technological change in society will continue at a rapid pace and these changes will demand responses by our educational institutions and by teachers.

There are two particular experiences gained whilst teaching two highly distinct groups in quite different settings: a 'closed' language laboratory and an open 'technology' classroom equipped for multimedia presentations. A number of Language and Imaging tools (spelling and agreement checkers, speech recognition tools) have been incorporated in the process of teaching and learning.

These tools can be used to foster more effective learning of lexical and grammatical knowledge and more efficient language practice, by means of reading and writing aids. To achieve these goals, the program provides the necessary tools and resources, in order to encourage the users' active participation and involve them in the language learning challenge. This study will also investigate the feasibility and efficacy of such an environment and provide predictions and create new pathways for more research within the fields of technology and web enhanced language learning, pedagogy and environment design.

Summing up, we can say that multimedia technologies can be integrated with dynamics of conventional methodologies and instructional practices. It can inject an element of vitality into teaching/ learning and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real-life needs. The development of effective teaching resources involves a range of learning strategies, ensuring that chosen approaches have a positive effect on student involvement, respecting individual preferences, encouraging interaction, providing constructive feedback, promoting collaborative learning and giving support during the learning process.

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EFFECTIVE TEACHING OF A FOREIGN LANGUAGE WITH THE HELP OF MODERN MULTIMEDIA TOOLS

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Summary: In this fast developing world, methods and manners are also changing quickly one being replaced with new one and in Education sphere methods they used even 30 years ago are not applicable to apply now. New generation with new advanced technology requires new ways for them also to approach in new ways. Teaching foreign languages with new multimedia tools revolutionized learning new languages. As a result, students started to learn faster and with more understanding, visual and multimedia tools made learning more accessible to more people in affordable way at higher quality.

At this stage, the role of foreign languages in modern society is increasingly increasing. Tens of thousands of universities abroad and in our country in recent years continue to use the capabilities of modern computers and telecommunications in educational work, especially when teaching a

foreign language. A foreign language is a special educational subject, which, due to its specificity (the creation of an artificial language environment for students due to the lack of a natural one), involves the most flexible and extensive use of various technical means of teaching. Therefore, it is not surprising that in the teaching of a foreign language, the new opportunities offered by multimedia tools have found a wide variety of applications.

The main role here, of course, is played by multimedia tools. But I would like to first say a few words about the use of simple multimedia documents in the classroom, which can be made by the teacher himself in the Microsoft Word program, and presentations (PowerPoint). They are simple to perform and apply, but their role in the classroom in increasing the emotional impact on students is great. The advantage of Word documents is their relatively small capacity and ease of creation. The teacher can develop them for specific situations, topics, and groups, infinitely varying the options. The value of the presentations created by the teacher is that the material in them is given to students concisely, in the right sequence; there is nothing superfluous in it, everything " works" to achieve the goals and objectives of a particular lesson, unlike ready-made films and slides.

Knowledge of a foreign language makes it possible to join the world culture and use the potential of the vast resources of the global Internet in their activities. In this regard, there is a need to develop methods of using computer information technologies in teaching a foreign language. Multimedia tools have become an objective reality of our time, and a foreign language teacher simply cannot fail to take advantage of the opportunities they provide for teaching real communication in a foreign language. Along with this, new forms and methods of teaching, a new ideology of thinking come to the audience.

The training model previously adopted in our system:

- in the center of learning technology-teacher;
- there is an unspoken competition between the students;
- students play a passive role in the classroom;
- the essence of training is the transfer of knowledge (facts).

The new training model that should replace it is based on the following provisions:

- in the center of learning technology - student;
- cooperation is at the heart of the training activity;
- students play an active role in learning;

The essence of the technology is to develop the ability to self-study and communicative competence of students.

There are many definitions of the concept of "multimedia". Almost all of them include text, graphics, animation, video, and audio information that can be represented in various ways. By means of multimedia, we understand information technologies that use various software and technical tools to most effectively influence the student, who is both a reader, a listener, and a viewer.

Multimedia means include almost any means that can bring different types of information to teaching and other types of educational activities. Currently, universities are widely used: electronic textbooks and manuals demonstrated using a computer and a multimedia projector, interactive whiteboards, electronic encyclopedias and reference books, simulators and testing programs, educational Internet resources, DVDs and CDs with paintings and illustrations, video and audio equipment, interactive maps and atlases, interactive conferences and competitions, materials for distance learning.

The most accessible and effective of the multimedia tools should be recognized as the so-called electronic textbook. Why are multimedia (electronic) textbooks so attractive to teachers and students? Now there is a wide variety of modern multimedia textbooks and interactive platforms for textbooks (Schritte international und Schritte international im Beruf). They provide a great help in teaching a professionally oriented language: in finding the necessary information on a given topic, in consolidating the material passed, they contribute to the formation of articulation, rhythmic-intonation pronouncing skills, to increase the motivation of students. Sounds, words, phrases and

sentences are perceived by students by ear and visually. In addition, students have the opportunity to regularly receive up-to-date information.

No less important to use is the interactive whiteboard. It makes it possible to use abstracts, tables, video and reference materials in the classroom, and diagrams and data from electronic dictionaries in the analysis of texts. This allows you to implement the principles of visibility, accessibility and consistency. You can use ready-made drawings on the desired topic, a variety of Web resources. On the video, you can organize a speech situation, teach how to pose a question, compose a statement, and organize a dialogue. Working with video materials significantly expands the amount of perceived information. You can create links from one file to another-for example, audio, video files, or Web pages. The use of such Internet resources as the Deutsche Welle website helps students to prepare various presentations, to get acquainted with current political and economic news, to independently choose a topic of interest for the report, to carry out virtual excursions.

In the most general context, multimedia technologies in the process of teaching foreign languages are designed to perform the following functions::

1) integrate different types of information (text, sound, video, etc.) and present it by affecting different human senses;
2) stimulate the cognitive process;
3) implement interactive interaction with the learner;
4) individualize the learning process;
5) organize group work in multimedia environments;
6) to develop skills of team work;
7) form a stable motivation;
8) to create conditions as close to reality as possible for the development of educational and professional skills. The methods and techniques of using information technologies in the classroom are different, but when implementing them, we perform a single task: to make a foreign language lesson interesting and exciting. And non-traditional classes with the use of information technologies should attract a modern student to the culture of the language, facilitate the process of getting acquainted with the structure of the language, and arouse interest in learning a foreign language. In conclusion, one important point should be noted – multimedia tools and all their capabilities, no matter how good they are, will not replace the teacher in the classroom, they are only an effective assistant that allows you to improve the quality of training and make more objective and visual control of the learned material. All other functions are still performed by the teacher.

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THE EFFITIENCY OF USING COMPUTER IN LANGUAGE LEARNING

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Annotation: The use of computer technologies in the learning process greatly increases the effectiveness of the educational process. In the educational process, when using computer technology, a huge amount of material is assimilated rather than with traditional teaching methods. Undoubtadly,in our time the computer performs a colossal part of the teacher's work, freeing up a lot of time for creative work, which, in turn, cannot be given to the computer.

Informatization is considered today as one of the main ways to modernize the educational system. This is associated not only with the development of technology, but also, first of all, with the changes caused by the development of the information in society, in which information and the ability to apply it in practice become the main value. Accordingly, one of the main tasks of the modern educational system is the development of projects and programs that contribute to the formation of a person in modern society. The main goal of educational teams is to create conditions for the identification and development of the abilities of each child, the formation of a personality that has strong basic knowledge and is able to adapt to the conditions of modern life. Informatization of education should be considered as one of the important means of achieving this goal. This refers to the solution of a number of sequential tasks: technical equipment, the creation of didactic tools, the development of new teaching technologies, which determine the stages of the modernization process.

The teacher's task is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive work of the student in the process of learning foreign languages. Modern pedagogical technologies, such as learning in collaboration, project methodology, the introduction of new computer technologies, online resources can help implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the capabilities of children, their level of learning, predispositions, so on.

The process of teaching English is a constantly evolving system. Computerization of foreign language teaching helps to facilitate access to information and shorten language learning times. At the moment, there is a huge selection of multimedia products, Internet pages containing special data for learning a foreign language, electronic textbooks, databases with thematic texts and exercises. Such number of resources makes it is necessary to find the essential information; at the moment, not every teacher will be able to deal with existing multimedia programs. In the event that a teacher is interested in using multimedia technologies in the educational process, another question is raised, where and at what time to conduct classes on a computer. Many schools today have computer classes, but they have a huge load, the development of multimedia today attracts teachers of all disciplines. A teacher of a foreign language may find a way to study on a computer for one hour a week, although this is not enough, it is possible to use an hour a week for the benefit of knowledge. One of the urgent problems of modern methods of teaching foreign languages is the orientation of the entire educational process towards the active independent work of students, creating conditions for their self-expression and self-development. The computer does not determine the content of training - it is an effective means of teaching foreign languages, therefore, the development of methodological foundations for teaching foreign languages using a computer based on a deep analysis of didactic and methodological possibilities that contribute to the implementation of the main goal in teaching foreign languages - the formation of skills and abilities of communicative competence. The computer allows you to simulate the conditions of communication; master lexical and grammatical skills; individualize and differentiate learning; increase motivation; increase the volume of language training; developing student self-esteem; provides the transfer of linguistic material to other types of speech activity.

Currently, there are many opinions about whether to use a computer in teaching a foreign language or not. Some people think that the computer can replace a teacher, others that the computer is not able to present material in the way the teacher does. [1] The computer should serve as an auxiliary tool, like any other technical teaching tool or textbook. The computer has a number of advantages: it combines video and audio information, text information, the ability to record your own voice and further correct pronunciation. The computer provides tremendous opportunities for testing the level of proficiency in a foreign language or topic with the participation of a teacher, which will reduce the time for checking the results. Various tests are possible: wildcard, selective, true-false, template. The teacher can use the computer to optimize teaching, increase the efficiency and objectivity of the educational process with significant time savings, to organize teamwork and to work with teaching materials. As means of technical support for the teacher's activities, the computer opens up broad prospects for improving the organization of the learning process, moreover, some organizational forms of the educational process cannot be implemented without the use of a computer, for example, collective creative work on a joint project. A teacher can use a computer to optimize learning, improve the efficiency and objectivity of the educational process with significant time savings, to organize teamwork and to work with educational materials (search, analysis, selection, design, creation); select materials for training (compose lexical and grammatical exercises and tests, select texts), as well as analyze texts and whole textbooks. An example is Microsoft Word, which provides the following stages of text analysis: counting the number of letters, words, long words (more than six letters), phrases; establishing the average length of words and phrases; identifying the structure of sentences; determining the level of complexity of the text In addition to the development of printed educational materials, modern computer tools allow teachers to independently create new tests using multiple choice (with one or several correct answers); skipping texts (with different options to support the user); linguistic games (crosswords). Thus, for a teacher, the use of a computer provides an opportunity for continuous improvement of teaching materials, operational control over the course of the educational process, and the introduction of new organizational forms of education.

Working with the computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and encourage correct decisions. In addition, the computer allows to completely eliminate one of the most important reasons for a negative attitude towards learning - failure due to a lack of understanding of the material or a problem in knowledge. It is this very aspect that is provided by the authors of many computer training programs. The student is given the opportunity to use various reference manuals and dictionaries, which can be called up on the screen with just one click on the mouse. Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary help. Significant progress in the development of personal computers and computer technology leads to changes in the process of teaching foreign languages. The active and appropriate use of a computer in an English lesson seems possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity in speaking, listening, reading, writing. While teaching listening, each student gets the opportunity to hear a foreign language speech. In teaching speaking, each student can speak phrases in English into a microphone. In studying grammatical phenomena, each student can perform grammatical exercises, have the opportunity to solve crosswords, search for words, and perform game exercises. [2]

In the practice of using the computer in the educational process, its teaching function is especially emphasized, and also, the computer is a tool that organizes the independent work of students and controls it, especially in the process of training work with language and speech material. The scope of the computer in teaching foreign languages is unusually wide. The computer can be effectively used to familiarize oneself with new linguistic material, new patterns of utterances, as well as with the activities of communication in foreign language. At the training stage and at the stage of applying the formed knowledge, skills, abilities, the computer can be used in a wide variety of

communicative tasks and situations, taking into account the personal characteristics of the trainees. The teacher can create optimal conditions for the successful mastering of the program material: at the same time, flexible, sufficient and feasible load of exercises for all students in the class is provided. In addition, it is difficult to overestimate the role of the computer as means of exercising control over the activities of students by the teacher, as well as means of forming and improving self-control. In difficult cases, the computer allows the student to receive the necessary information of a reference nature in a short period of time, to show him certain keys for the successful solution of the task. An important feature of the computer in teaching and educational process in foreign language is that it can be an interlocutor of the student, that is, work in a communicatively directed dialogue mode and in a certain way, for example, with graphics, an analyzer and speech synthesizer, to make up for the absence of a natural communicant modeling and imitating his non-verbal and verbal behavior. The computer allows you to present on the display screen elements of regional character, features of the environment and the situation, which can be used as background for the formation of speech activity in foreign language of students. The computer has great capabilities for constructing color images that are amenable to the necessary transformations within specified limits. [3]

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USING BLOGS TO DEVELOP WRITING SKILLS

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Annotation: Today society is going through a period of development that is characterized by the penetration of information technology into all areas of human activities. The requirements of our time determine the need to be able to quickly navigate the global information space. Implementation of information technology also affected the education system, which is part of the world information and educational space. Today information technology is no longer just a tool for additional training,but an integral part of all educational process that has a significant impact on its effectiveness.

In the era of development of information and communication technologies, as well as strengthening foreign languages, the role of written interaction is increasing. Teachers are always on the look out for tools and methods that will make the learning process not only interesting, but also productive. Teaching a foreign language is considered effective only if we pay equal attention to all types of speech activity. However, for a long time, written speech remained only a way of teaching. For example, in the process of teaching vocabulary, grammar, and phonetics, written speech was used to fix structures and rules on paper. To develop listening and reading skills, written speech helped prepare for the perception of information. Two concepts such as "written speech" and "writing" are often understood as one and the same, but it is worth noting that these two terms have completely different meanings. T.V. Medvedeva views writing as a "communication process" and writing as a "way of communication" [1]. E.N. Solovova, on the other hand, notes that writing is an "auxiliary

sign system used to convey sound speech", when written speech acts as a "communicative system that makes it possible to assimilate acquired knowledge and increase the area of communication" [2]. E.I. Passov and A.N. Shchukin calls written speech a productive type of speech activity, while the latter highlights the technical aspect of writing [3]. These terms are used at various stages of training. At the first stage, attention is paid to writing (mastering calligraphy and the ability to correlate letters and sounds). So, written speech serves:

-to exchange information;
- to express feelings and emotions;
-to develop critical and analytical thinking;
to consolidate previously passed material;
-for further use in various situations.

Like oral speech, written speech is a productive speech activity, but it has certain distinctive features. Unlike the process of oral speech, here the writer does not have the opportunity to see the reaction of readers, therefore he is obliged to plan his writing activity more carefully, to convey his ideas more expressively. However, he is given more time to comprehend, edit a written statement, where he can fully analyze it, paying attention not only to the content, but also to the use of linguistic means. Learning to write is a lengthy process. To master written skills, you need to make a lot of effort and spend a lot of time, their formation is built by constant consolidation with the help of exercises.

Modern researchers identify the following approaches to teaching writing. Product-oriented approach - an approach based on imitation, copying of the text according to the sample given by the teacher. Attention is paid to the correct spelling of the written text, the teacher acts as a checking and controlling subject. This approach can be used to develop the skills of writing reports, essays. Process-oriented approach - an approach aimed at developing the creative abilities of students, in the process of writing they discuss, reflect, edit the text, but the task is not set here - to get an ideal text without errors, it is important to learn how to think, express your point of view[4]. Undoubtedly, both approaches are extremely important in teaching written foreign language and it is necessary to be able to work correctly with each of them.

In recent years, the Internet and other telecommunication means have become more widespread and are widely used in the field of teaching a foreign language. In the methodological literature, various areas of the use of telecommunication means in the process of teaching languages are distinguished as: means of information search and access to knowledge; a new form of communication in a foreign language that allows you to transmit not only written texts, but also images (hypertext), as well as voice messages; means of mastering writing; tools for organizing distance learning [4]. Thus, telecommunication means allow organizing both individual and collective forms of work, combining the functions of means of communication, as well as tools for information and technical support for the activities of a teacher and a student.

An important area of application of computer communications in the process of teaching a foreign language is distance learning, which has a number of additional opportunities compared to the traditional form of education: the prompt transfer of any information, storage of large amounts of information, interactivity, wide access to information sources, the implementation of collective projects. The Internet provides exceptional opportunities in the process of teaching a foreign language for the formation of reading and writing skills, or rather for mastering the means of communication in writing. First of all, the Internet allows you to enter into written contact communication in real time, creating a unique authentic situation of dialogical communication in writing. At the same time, the activity of writing a text is included in the framework of a specific act of communication, taking into account the personality of the addressee, the situation of communication and the purpose of creating communication. Secondly, the Internet provides opportunities for the implementation of a communicative approach to teaching written speech activities. From this point of view, the process of "socialization" of written speech is important, since messages on the Internet become potentially

available to users all over the world, which significantly increases the responsibility of the writer. Thirdly, the process of creating a text on the Internet stimulates students to master a variety of writing technologies using assistive computer tools, and also helps them to realize the need for careful thought, rewriting and correction of their own text. Finally, it should be noted that distance learning also takes place only in writing, and therefore is inextricably linked with teaching writing in the process of working with a blog and in the course of transmitting messages. It is necessary to distinguish between blogs and educational blogs of the teacher or students.

Blogging can act as a student support that will help develop writing. Thus, the teacher can post on his blog various information that will ultimately lead to the creation of a product. For example, a teacher may present an idiomatic expression, and the task of the students will be to write a definition, find examples of this statement, or equivalents in their native language. The essence of a collective blog is to offer comments around the same topic. For example, a topic is published on the night of Sunday to Monday, texts must be submitted a week later. Each published text can be commented by visitors. The blog can serve as a class notebook in which the activities carried out in the classroom can be presented, if it is necessary accompanied by annotated photos, calendar, topics of actual assignments, etc.

There are many technologies that can be used inside a tutorial blog. It is possible to single out "Sample Subject" and "Webquest", as they are most convenient for the development of writing. Subject sampler - contains links to text and multimedia materials on the Internet (photos, audio and video clips, graphic information). After studying each aspect of the topic, students are asked to answer the questions posed. However, the sample's subject is aimed at discussing socially sensitive and debatable topics. Students need not only to familiarize themselves with the material, but also to express and argue their own opinion on the discussed issue.

In group work, it will be necessary to break one topic into several aspects. After discussing their aspect in a group, students can present the results of their discussion to the whole class. Webquest is the most difficult type of educational Internet resources. Webquest is a scenario for organizing student project activities on any topic using Internet resources. It involves a project with the participation of all students. One of 31 scenarios for organizing students' project activities using Internet resources can have the following structure. First, the whole class gets acquainted with the general information on the topic being studied, thereby plunging into the problem of the upcoming project. The students are then divided into groups, and each group is given one specific aspect of the topic for study and group discussion. The teacher needs to select Internet resources for each group in accordance with the studied aspect of the topic. After studying, discussing and fully understanding the specific problem in each basic group, students are regrouped so that in the newly formed groups there is one representative from each basic group. During the discussion, all students learn from each other all aspects of the problem under discussion. In such discussion, students should express their own opinion, draw conclusions, predict the further possible course of action (if this is acceptable). In the way of solving the webquest, through the study of the material and its discussion, students must answer one general question of a discussion nature.

In addition to the technologies that can be used inside the Internet blog, various exercises can be used that will directly develop the written language of students. However, at the initial stage of learning a foreign language, exercises aimed at the correct spelling of letters, words and sentences are used. The development of educational Internet resources made it possible to look at educational Internet resources in a completely different way and begin to perceive them not as additional, but as analog or alternative. Educational Internet resources (along with printed textbooks and teaching aids) can also be directed to the development of foreign language communicative competence. The global Internet is taking an increasingly important place in our lives, so we cannot ignore the need to combine innovative technologies with classical principles and teaching methods. Nowadays, students spend more and more time in front of a computer screen, and this time can be turned from useless into useful: the appropriation of knowledge, skills and abilities. Blog technologies are inherently a unique

means of creating a linguistic environment for communication: a special contribution is made by using authentic blogs in the target language, as well as the use of authentic materials, in original or processed form.

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THE ROLE OF ICT IN TEACHING FOREIGN LANGUAGE

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Abstract. This article deals with the positive impacts of integrating Information Communication Technologies in teaching foreign language. In the recent years, the use of new technologies in the English learning process is increasing and there have been important changes in the way of teaching and learning. The main goal of this project is to analyse the advantages of using ICTs (Information and Communication Technologies) in EFL (English as a Foreign Language).

Nowadays, integrating technology in English Language Learning has become a very important tool to teach English. Gholaminia (2014) claims that now there is an enormous demand of technology that offers teaching methods and resources in order to create a stimulating, motivational, and dynamic language learning environment. Dudeney & Hockley (2007) state that technology is becoming more and more important, and it will become a common part of teaching English next years. They argue that the reasons are the greater Internet access and learners who have grown up in the digital era.

Using technology in the classroom encourages English learners to foster their success in the English Language (Cutter, 2015). Technology offers many opportunities for learning language than traditional methodologies. Therefore, teachers have lots of resources and materials that they can use in their lessons. Cutter (2015) also explains that technology increases motivation. Students become more motivated when they work on computers and use modern devices than they are working with textbooks. They are often less distracted, and the teacher can choose personal lessons for every learner based on their needs (Cutter, 2015). Moreover, the students can complement their knowledge using their devices at home.

New technologies and applications allow students to become increasingly autonomous in learning foreign languages, as well as gaining more intercultural literacy. Some exiting education technology trends appear poised to influence the classroom in new ways. They could give teachers access to a broader range of education options while helping students better prepare for the world they will face. The visual literacy classroom is becoming a priority to keep up with digital technology trends in learning.

Students Use Information Technologies to:

1. Participate in a media revolution, profoundly affecting the way they think about and use information technologies.
2. Improve the ways of learning in new learning fashions
3. Extend the ability and skills of applying their learning in real situation.
4. Working in groups for cooperative and collaborative learning
5. Developing self-learning habits at their own pace and time.
6. Learn with the teacher rather by the teacher.
7. Develop inquiry-learning habits.
8. Use right information at right time to achieve right objective.
9. Review and explore qualitative data.
10. Exchange learning experiences and information with others students and teachers living anywhere in the world.

Information technologies facilitate students in their learning process through their active participation on one hand and help teachers on the other hand.

Therefore, Teachers Use The Information Technologies to:

1. Present the material in more interesting and attractive way.
2. Guide and help students in searching the qualitative material.
3. Make best use of time.
4. Coach the students.
5. Provide individualized instruction.
6. Direct the students toward cooperative as well as collaborative learning activities.
7. Prepare learning material for students, rather teaching in conventional situations.
8. Diagnose the learning problem of students and help them to overcome.
9. Solve the study problems of students.

Information technologies affect the teaching learning process in different ways. These helps the teachers in preparing lecture notes for interesting presentation, on the one hand and facilitates the students on the other hand. Different technologies help the teachers and students according to their respective nature and capabilities of storage and presentation. For example computers are used in education for various purposes as they can store and retrieve a huge amount of information. All 20 volumes of the Oxford English Dictionary are contained on one compact disc. The disc provides instant access to 616,500 words and terms, 137,000 pronunciations, 2.4 million illustrative quotations, 577,000 cross references, and 249,000 etymologies.

To sum up, it is incumbent upon the English Language teacher to integrate the Information Communication Technology tools into the teaching system curriculum in a pedagogically sound and meaningful way. The trendy and creative teacher would venture into this virtual realm, find authentic resources, and use them to make foreign language classroom a marvelous place to learn.

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INGLIZ TILINI O'QITISH SAMARADORLIGINI OSHIRISHDA MULTIMEDIA TEXNOLOGIYALARINING AHAMIYATI

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Annotation: The artcle is devoted to the importance of multimedia technologies in increasing the effectiveness of teaching English. The author discusses every aspect of human life: science, information, technology etc. It is said even in the field of education the technological developments have started a new page. Traditional methods of teaching are not showing great impact on the learners. Technology has become a tool for making the learners innovative and became a source for motivating the learners towards learning.

Til - bu inson hayotining ko'zgusidir. Zero, u inson shaxsiyatini bildiruvchi omildir. U go'yoki axborot olamini jamlovchi kosmik stansiyasga o'xshaydi. AKT inson hayotining ajralmas bir qismiga aylanib ulgurgan bir zamonda, ingliz tili ham o'zga xos xususiyatlari va afzalliklari bilan global tus oldi. Bir so'z bilan aytganda u olam ko'zgusiga aylandi. Ingliz tili nafaqat Buyuk Britaniyaning, balki Kanada, AQSh, Yangi Zillandiya kabi ko'plab mamlakatlarining ona tilidir. Qolaversa, u Nigeriya, Gana kabi ko'plab mamlakatlarda ikkinchi til sifatida ham ishlatiladi.

Ingliz tili dunyo xalqlari orasida biznes va o'zaro aloqalar uchun qulay vositaga aylandi. Bundan tashqari tibbiyot, muhandislik, ta'lim, san'at va huquq, musiqa kabi har qanday sohada ingliz til hamda zamonaviy kommunikatsiya texnologiyalarining roli katta.

Har qanday sohada bo'lgani kabi ta'lim sohasiga AKTning kirib kelishi ham sohamizdagi tub burilishga sabab bo'ldi. O'qitishning an'anaviy usullari o'quvchilarga u qadar ham katta ta'sir ko'rsatmas edi. Texnologiya o'quvchilarning yangilikka bo'lgan ishtiyoqini oshirdi, ularni o'qishga bo'lgan shijoatini uyg'otdi. Natijada, ingliz tilini qo'shimcha til sifatida o'rganuvchilar bugungi kunda bemalol mahalliy inglizlar bilan raqobatlasha olmoqdalar.

"Yangi asr yangi paradigmani talab qiladi" – deydi Wolter Mak Kenzi. Kreyg R .Barettning fikriga ko'ra "Texnologiyalar yordamida o'qituvchilar ta'limni berishda dunyo bo'ylab etakchi bo'lishadi"-

AKT Axborot va Kommunikatsiya Texnologiyalari demakdir. Kentning so'zlariga ko'ra, "Ta'lim nuqtai nazaridan olib qaraganda, AKT bu Axborot va Kommunikatsiya Texnologiyalari va ular bilan jihozlangan xonalar, kompyuterlar, aloqa vositalari demakdir. [Kent AKT uchun QCA sxemalari, mamlakat kengashi, 2004].

Kompyuter yordamida til o'rganish

Ushbu usul keng tarqalgan bo'lib, doimo o'zgarib turadigan tartibdir. Beattining aytishicha, Internet va turli xil kompyuter dasturlari yordamida o'quvchi o'z bilim va ko'nikmalarini mustahkamlaydi va ularni real amaliyotda qo'llay olad. Kopmyuterga asoslangan ta'lim jarayoni CD disklar, turli interaktiv dasturlar, onlayn lug'atlar va boshqa ko'pgina texnologik ixtirolar natijasida o'qituvchiga ham o'quvchiga ham keng imkoniyatlar beradi.

Internet:

Internet tilni boshqa davlatga bormay turib, masofadan mukammal o'rganish imkonini beradi. Talabalarning veb-saytlarga bo'lgan qiziqishibosma nashrga qaraganda ancha yuqori. Internet foydalanuvchilari saytlarga tez-tez kirishlari, o'z ma'lumotlari va fikrlarini o'rtoqlashishlari, umumiy qilib aytganda o'zaro aloqada bo'lishlari uchun Internet juda ham qulay. Raqamli texnologiyalar o'quvchilar va o'qituvchilar tomonidan nafaqat sinfda, balki shaxsiy hayotda ham juda ko'p qo'llaniladi.

Masofaviy (Online) ta’limning afzalliklari: Internet bizning vaqtimiz va kuchimizni tejaydi. Biz ingliz tili darslarini sayohat qilmasdan, uydan yoki yotoqxonadan chiqmasdan internet orqali o'rganishimiz mumkin. Internet orqali talabalar ingliz tilini istagan joyda va xohlagan vaqtda o'rganishlari mumkin. Internet o'quvchilarga tezkor fikr-mulohazalarni taqdim etadi, bu talabalarning o'quv tajribasini yaxshilaydi.

Elektron kitoblar

Elektron kitob an'anaviy chop etislgan kitobning elektron nusxasi bo'lib, uni telefon, planshet I-Pad singari gadjetlardan foydalangan holda o’qish mumkin. Elektron darsliklar sinfda o'qitish va o'qitish ko'nikmalarini yaxshilash uchun ham ishlatilgan. Elektron kitoblarga o'qituvchilar va talabalar rasmlar, ma'lumot grafikasi, plakatlar, video va matn, audio va boshqalarni qo'shishlari mumkin. O'quvchilar elektron kitoblarni do'stlari bilan bo'lishishlari ham mumkin. Elektron kitoblar talabalarning notalarni tuzish ko'nikmalarini, ingliz tili grammatikasi va amaliy ko'nikmalarini yaxshilaydi.

Audio kitoblar:

Baskin va Xarris (1995: 372) "Birinchi bo’lib adabiyot eshitildi, o'qilmadi" deb tushuntirishmoqda. Ularning fikricha, audio kitoblarga bu asrning kashfiyoti sifatida emas yoki hatto asl kitoblarni uning formatiga emas, balki uning mazmuniga teng deb hisoblanash o’rinlidir (Baskin va Harris1995: 372) .Audio kitoblar tilni o'rganuvchilari uchun qiziqarli hikoyalar bilan ingliz tilining o’ziga xosliklarini ko’proq tushunishlariga yordam beradi. Audio kitoblar to'rt til tizimini rivojlantiradi; fonologik, semantik, sintaktik va pragmatik. Ovozli kitoblar bu CD-dagi yoki kitobning raqamli faylida ovoz chiqarib o'qiladigan audiokitoblardir.

Interfaol oq doska:

Garet Devisning aytishicha, " Interfaol oq doska barcha ma’lumotlarni bir vaqtning o'zida haqiqiy materiallardan foydalangan holda bir joyga to'playdi". Interfaol oq doska motivatsion vosita sifatida ishlaydi. Interfaol oq doska kompyuter va ma'lumotlar proektoriga ulanishi kerak. Interfaol oq doska o'qituvchilarga dars jarayonida videokliplar, filmlar, intervyular, elektron mikroskoplar, turli veb-saytlar va boshqalardan oqilona foydalanishni taklif qiladi. Bu talabalarning hamkorlikda ishtirok etish kabi ijtimoiy ko'nikmalarini yaxshilaydi. Interfaol oq doskada darslarni yozib olish va keyinchalik ushbu yozuvdan foydalanish uchun saqlash imkoniyati mavjud. Interfaol oq doska yordamida o'qitish an'anaviy o'qitish usullaridan mutlaqo farq qiladi. Kunningsning so'zlariga ko'ra "lug'at chet tillarini o'qitishning e'tiborsiz bo'lgan sohasi edi, ammo u so'nggi yillarda taniqli bo'ldi" (1998: 38) .Yangi lug'atlar, so'zlarning yasalishlari va tovushlarni interfaol oq doska yordamida osonlik bilan qo'llash mumkin.

Mobil ilovalar

Noutbuk, iPod, planshet, smartfon kabi mobil raqamli qurilmalar ingliz tilini o'rganishni osonlashtirdi .Hozirgi vaqtda App Store va Play Store (Android) bozorlarida juda ko'p ilova mavjud. Ushbu ilovalar talabalarni viktorinalar, o'yinlar, lug'atlar, podkastlar va testlar bilan ta'minlaydi. Ingliz tilini o'rganish va o'qitishuchun ba'zi mobil ilovalar: Dictionary.com, Hangman, Grammatika, Quizmaster, 60-sonli Word Challenge, Mobil havo sichqonchasi, Anki Flash kartalari, Inglizcha iboralar izohi va hk.

Audio-video vositalar:

21-asrda AVA-dan foydalanish ta’lim sohasida, ayniqsa til o’rganish sohasida yangi janrni boshladi. Bugungi kunda o’qituvchilardan an'anaviy o'qitishdan tashqari, ilg’or inovatsion texnologiyardan foydalanish ham talab etiladi.

Televizor:

O'qitishning eng samarali vositasi bu televizor. Televizor ham quloqlarga, ham ko'zlarga murojaat qiladi. Biz ba'zi tillarni o'qitish dasturlarini CD yoki kassetalarga yozib olishimiz va ularni translyatsiya qilishimiz mumkin. Bu talabalar ongiga sezilarli ta'sir ko'rsatmoqda.

Radio va televidenie bizga sinfda haqiqiy dunyo tajribasini taqdim etadi. Bu erda o'qitish juda faol jarayon.

Xulosa o’rnida shuni aytib o’tish kerakki multimedia texnologiyalari ko'plab o'quv yurtlarida ichki vosita hisoblanadi va ulardandan foydalanish darslarning ko'lamini oshiradi. U sifatli o'quv materiallari bilan ta'minlaydi va o'quv avtonomiyasini yaratadi. Akademik mahorat bilan bir qatorda talabalar farovon kelajagi uchun ingliz tilida kommunikativ ko'nikmalarga ega bo'lishi kerak. O'quv dasturlari texnologik vositalarni qo'shib osonlashtirilishi kerak. O'quvchilar madaniy xilma-xillikni targ'ib qiladigan, ijobiy motivatsion ta'sirga ega va o'z-o'zini hurmat qilishni oshiradigan ishlari bilan bo'lishishlari mumkin.

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ROLE OF MOBILE APPS AS AN INNOVATIVE TOOL FOR LEARNING A FOREIGN LANGUAGE

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Annotation: the article is devoted to the actual problem of the possibilities of using information and communication technologies in the process of teaching a foreign language. The article provides a brief overview of mobile applications for teaching English and the experience of using them in teaching people with disabilities.

Mobile learning today is a new, developing direction in higher education, a distinctive feature of which is the creation of a new learning environment. Analysis of the latest research in the field of innovations in teaching foreign languages has shown that one of the urgent areas is the introduction of modern information and communication technologies into the educational process, in particular technologies related to mobile learning, which ensure the optimization of the educational process, the accessibility and effectiveness of learning, the integration of students to the information society. Thanks to the prevalence of mobile technologies and the constant growth of the functionality of mobile devices, UNESCO education experts suggest using their potential to improve the quality and accessibility of education, as well as to create an individual learning path for students with disabilities. The theory and practice of using mobile devices and mobile educational resources is actively discussed at scientific conferences and forums. Since 2002, a number of conferences and seminars have been held annually in Europe and the United States to discuss the use of mobile educational technologies or resources. Since 2002, the International Conference "MLearnCon" has been held on the problems of integrating mobile technologies into education, creating and using educational mobile content.[7] The results of the project "Mobile Technologies in Life-long Learning: best practices" are of interest. The use of tablet computers, smartphones, mobile phones, iPad, IPhone and other technological innovations for educational purposes has led to the formation within the framework of the concept of e-learning (e-Learning - Electronilearning) of a new direction - mobile learning of a

foreign language (M-Learning - Mobile learning). Many scientists and teachers are confident that the future of education with the support of information and computer technologies is associated precisely with the spread of mobile communications, the emergence of a large number of educational applications and programs, new technologies, which expand the opportunities and quality of educationWithin the framework of this project, research is being carried out on the impact of mobile technologies on increasing access to education, regardless of social and economic status, age, gender, religion, ethnicity, disabilities. In Europe and the USA, there are periodicals devoted to the problems of mobile learning, in particular, the International Journal of Mobile and Blended Learning (since 2009) and the International Journal of Mobile Learning and Organization (since 2007). There are a number of large foreign projects aimed at creating a new virtual learning environment using mobile technologies. In general, the majority of domestic and foreign researchers, in particular M. Fine [1], come to the conclusion that the uniqueness of mobile learning in comparison with traditional teaching methods and modern methods such as e-learning and blended learning lies in the fact that all are not tied to a specific time and place, having access to educational material always, at any convenient time. Thus, the fundamental difference between mobile learning is two points: - the informal nature of learning, in which the proportion of students' independent work, in essence, guided or supervised self-learning, increases; - an ongoing learning process, blurring the boundaries between classroom and extracurricular time, work in the classroom and outside. Mobile devices are successfully used in the study of various academic disciplines, and a foreign language is no exception. The expediency of using mobile devices in the process of learning a foreign language and teaching a language is beyond doubt, based at least on the fact that the modern generation of students with disabilities perceives mobile devices with their attractive interface, interactivity, and a customized approach to user needs as an integral part own life. Currently, mobile device users have access to a huge number of applications for learning foreign languages, primarily English. In our opinion, training in the use of applications for mobile electronic devices is currently especially relevant. Currently, students, for all their education in the field of digital technologies, it seems to us, are not sufficiently oriented in the market of the services offered. The teacher's task is to help students choose the necessary and suitable products that can maximize the learning of the language, thereby individualizing the learning process. Today there are mobile applications and programs focused on different aspects of teaching a foreign language. Having studied foreign literature, and systematizing the experience of using applications for learning a foreign language, they showed that they can be divided into the following main groups: 1) mobile applications aimed primarily at improving a certain speech skill; 2) mobile applications designed to develop language skills, for example, lexical or grammatical; 3) universal mobile applications designed for the integrated development of foreign language communicative competence. Of course, this division is very arbitrary, since most of the applications are not limited to the framework of work on one of the types of speech activity or a specific skill. So, for example, applications in which listening teaching is the dominant goal, one way or another, combine listening comprehension with teaching reading, speaking, and the development of lexical skills. From the point of view of practical application in the process of teaching a foreign language, specialized mobile applications interested us as a means of optimization and intensification of the educational process, as well as a resource base for the development of educational materials for the discipline "English". From our point of view, the practical application of mobile applications has great potential, but at the same time, the integration of working with applications into the structure of a practical lesson presents certain problems and can be used rather limitedly. At the same time, the introduction of interactive technologies in the learning process in order to organize and intensify the independent work of students (mainly extracurricular) seems to us to be a very promising direction. So, mobile applications can be used quite effectively to develop listening skills, due to the fact that modern mobile devices offer rich technical capabilities for watching videos, listening to audio fragments, recording speech fragments and videos. The developers present programs for those who want to improve pronunciation skills, recognition of sounds by ear, correlation of sound and visual images of a word. Among the

most successful products are Sounds Right (British Council) and Sounds: Pronunciation App (Macmillan Education). These applications include interactive phonetic tables for British and American English, exercises, game tasks, tests. In terms of developing listening and listening skills, BBC applications are extremely valuable, using which students can access authentic audio, video and text materials, for example, Learning English for BBC, 6 Minute British English. These applications can also be used to develop other linguistic and linguocultural competencies, since they include specialized sections devoted to the study of vocabulary, grammar, the development of communication skills and speaking skills. Free apps developed as part of British Council education programs - Learn English Audio & Video, Learn English Great Videos, Learn English Elementary Podcasts - feature the best podcasts and videos for learning English. Applications are effective due to additional functionalities such as interactive texts of audio recordings, interactive glossaries of keywords, exercises for understanding each piece of information material. They contain materials of varying difficulty levels to improve listening skills, as well as to replenish vocabulary. Mobile applications. Other popular applications among users, designed to work on expanding vocabulary through fun activities in a playful way, include English with Words, Easy ten, Polyglot. English words, Memrise. These applications are distinguished by an individualized approach to user needs, in particular, they include features such as the ability to create individual word lists, spoken words and usage contexts, an individual learning schedule, various types of training tasks, interactive and game components (for example, statistics of user success , cards for repetition of the passed material, point system of encouragement). Sections for developing vocabulary skills are also included in other applications that we have considered above (Johnny Grammar's Word Challenge, Learning English for BBC, Puzzle English and many others). In our opinion, many applications for replenishing vocabulary can be used, first of all, for independent work of students, to activate and develop lexical skills within the framework of the topics studied, for self-examination.

Among the mobile applications designed to work on the development of grammar skills, one should first of all call the application Learn English Grammar (British Council). It features four levels of grammar exercises. The training tasks use 10 types of exercises, for example, filling in the gaps, multiple choice, matching questions and answers. It should be noted that the Learn English Grammar app is ranked # 1 in the iTunes Education category in 9 countries worldwide and is also ranked in the top 10 in over 40 countries.

Another British Council app, Johnny Grammar’s Word Challenge, is a quiz for English learners that will test not only general grammar, but also spelling and vocabulary used in everyday English. The tests are divided into categories (Words, Grammar, Spelling) within three difficulty levels. Pearson's free MyGrammarLab course app contains mobile interactive exercises of various levels. The application allows the user to choose topics and questions of interest to him and create his own sets of exercises and tests

This course is suitable both for self-study and for use as part of a group English course. Another handy application for testing your knowledge of English grammar is the English Grammar Test. The appendix contains 60 tests, each of which is devoted to a different grammatical topic. After completing the test, the appendix provides a list of correct and incorrect answers, and provides a simple and clear explanation of the errors.

At the same time, it should be noted that not all applications have high-quality language content, various types of tasks and do not fully use the technical capabilities that modern mobile devices are endowed with. The review allows us to conclude that today a significant number of mobile applications and programs for learning a foreign language have been developed, aimed at both the formation of various skills and abilities, and the development of different types of speech activity. A fairly wide range and variety of existing mobile learning resources allow you to choose applications in accordance with the individual needs, interests and level of language training of students with disabilities.

The use of mobile technologies in the educational process contributes to the improvement of the process of formation of foreign language skills and abilities of students, ensures effective independent work, increases the motivation and cognitive activity of students, interest in the subject, helps to intensify and individualize learning.

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Секция 2.
Роль мультимедийных технологий в повышении качества и безопасности образовательного процесса сегодня

THE USE OF MODERN TECHNOLOGY IN TEACHING ENGLISH

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Abstract. The application of modern technology represents a significant advance in contemporary English language teaching methods. Indeed, Mohammad Reza Ahmadi (2018) maintains that electronic teaching programs have become the predominant preference of instructors since they arguably boost positive student engagement with teachers and incentivize overall English language learning.

Most contemporary English language teachers now actively incorporate a range of technological aids designed to facilitate optimum teaching delivery. The current research therefore addresses various elements of the technology used in English teaching by devising innovative curricula which harnesses recent scientific and technical developments, equip instructors with the technological skills to ensure effective and quality subject delivery, provide technical media such as audio-visual and modern technical programs, and create student-teacher platforms which maximize positive language learning outcomes.

For the purposes of this study, the relevant literature has been reviewed, technology defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. In light of this, the researcher outlines the fundamental research problem, elucidates the significance of the research objectives and hypotheses, and presents the findings. The paper concludes by offering a number of recommendations which may further contribute to the improvement of teaching methods by advancing the widespread application of modern technology.

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results.

The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction

and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programs are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

Reasons for Using Technology in English Language Teaching

Jacqui Murray (2015) taxonomies the rationale for using technology in English language teaching as follows:

1) Technology allows students to demonstrate independence.
2) Technology differentiates the needs of students.
3) Technology deepens learning by using resources that students are interested in.
4) Students actively want to use technology.
5) Technology gives students an equal voice.
6) Technology enables students to build strong content knowledge wherever they find it.

Merits of Using Technology in English Language Teaching

English-language students are highly implicated in and motivated by the use of the modern technology such as radio, TV, computers, the Internet, electronic dictionary, email, blogs, audio-visual aids, videos, and DVDs or VCDs (Nasser, 2017) as follows:

1) The use of technology in teaching English is deemed interesting and motivating as the student reacts with the subject.
2) Technology plays an important role in the process of teaching English by enhancing timely understanding, and thereby enabling students more learn more efficiently.
3) Teachers perform more effectively when using modern technology since they can communicate with the students through a variety of ways.
4) The use of modern technology enables both teachers and students to access a wealth of books, publications, and references which are directly relevant to the English language curriculum.
5) Modern technology encourages student self-sufficiency which better equips them for the future.
6) Unlike traditionally passive teaching methods, modern technology teaching and learning aids incentivize both teacher and student.

Drawbacks of Using Technology in English Language Teaching

1) Many teachers and students have limited access to modern technology.
2) The role of the teacher can be relegated in cases where students become over-reliant on modern technology.
3) It can reduce student social activities by consuming most of their free time.

Recommendations

1) Substitute modern technology for obsolete English language teaching methods.
2) Provide appropriate training for all teachers to use modern technology in English language teaching.
3) Adopt complete electronic curriculum projects in line with modern requirements.
4) Urge English teachers to encourage students to use modern technology as a means to develop their language skills.
5) Establish Internet networks within educational institutions to equip teachers to properly avail of modern technology.
6) Provide appropriate student training in all forms of available technology in order that they maintain pace with the requirements of the electronic curriculum.
7) Establish an English language teaching portal school-home connection to enable students to learn in their free time.
8) English teacher development of classroom dialogue and discussion programs which use

modern technical means such as screens, projectors, and smart panels in order to promote student mastery of the English language.

In summary, it is clear that despite genuine efforts to modernize traditional methods of teaching English, residual obsolete practices should be phased out and replaced by the use of the available technology on offer via computer, smart devices, display, audio-visual materials, and electronic approaches. This study underscores the vital educative potential and numerous benefits of technology in the language classroom for positive learning outcomes in the language classroom and the wider world, the financial implications of setting up the infrastructure, and encouraging teachers to overcome their anxieties around of teaching technologies. Of course, the purpose of both traditional and modern technologies is to maximize students' English skills and provide a space where learning can be best facilitated. One of the ultimate goals of using modern technology is to actively engage them students in language learning and motivate them to acquire English language skills in a practical and realistic way.

This can be achieved through an open learning context which fosters openness and access to the subjects and information through modern technology means, wherein students are motivated and directed to communicate with each other. In terms of future development, it is clear that multimedia will be integral to the student-centered process of teaching English to modern standards. As such, the quality of teaching and application of students to modern educational foundations would benefit from an extensive survey of English language skills in to improve overall communication proficiency.

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ИСПОЛЬЗОВАНИЕ ПОДКАСТОВ ДЛЯ РАЗВИТИЯ НАВЫКОВ АУДИРОВАНИЯ В АНГЛИЙСКОМ ЯЗЫКЕ

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Annotation: The article focuses on the use of podcast in digital audio distribution. The author investigates a wide range of opportunities and advantages of podcasts while teaching Listening with their topic, frequency, genre, content, timing, function and comprehension skills development. With the development of the modern approach to teaching, podcasts provide the learning process with the variety of a level authenticity choice.

Повсеместная информатизация общества является одной из господствующих тенденций развития цивилизации. Стремительное развитие компьютерных технологий стало неотъемлемой составляющей образовательного процесса. Информатизация системы образования направлена на формирование интеллектуально развитой творческой личности, отлично ориентирующейся в информационном пространстве, окончательно готовой к саморазвитию и применению этих знаний в будущей профессиональной деятельности.

Изучение языка подразумевает рецептивную и продуктивную деятельность, а именно говорение, чтение, письмо и аудирование. В формировании навыков аудирования главной задачей является коммуникативная направленность. Аудирование относится к рецептивной деятельности, что в свою очередь представляет собой сложный процесс понимания. Этот процесс понимания и восприятия необходимо развивать с помощью распознавания фонем, слов (контекстуальных омонимов) и различного рода грамматических конструкций. Данная деятельность реализуется в современную эпоху в основном посредствнаом современных технических новшеств - *подкастов*.

Подкаст – это вид социального сервиса, позволяющий прослушивать, просматривать, создавать и распространять аудио и видео передачи в сети интернет.

Слово «подкаст» вошло в современный в наш обиход, но не все знают, что оно значит. Подкасты появились с развитием интернет-технологий и представляют собой аналог радио- (реже теле-) передач, которые можно слушать прямо в сети или загружать на свои устройства, обычно в MP3-формате . Само слово “podcast” это слияние двух слов: “iPod” и “broadcast”, то есть «транслировать». Отличительной особенностью подкастов является их прослушивание вне зависимости от времени и места, например, в транспорте. Регулярное прослушивание подкастов на английском языке способствует быстрому улучшению навыков аудирования, то есть восприятия иностранного языка на слух. У подкастов есть еще один плюс: очень часто к ним прилагаются текстовые расшифровки (transcripts). Из чего следует, что слушатель одновременно может и слушать и читать. Подкаст, в эпоху развития технологий, можно исползовать для запоминания лексико-грамматических и синтаксических структур языка, значительно расширить словарный запас, освоить разные стили речи, заинтересоваться культурой страны изучаемого языка, постараться понять её “изнутри”. Подкасты, как и бóльшая часть материалов по иностранным языкам, делятся на учебные и аутентичные. Если первые представляют интерес для студентов начальных уровней, то вторые могут использоваться студентами и педагогами с уровня B1. Именно эти, аутентичные подкасты, представляют особую ценность по нескольким причинам: В подкастах есть “живая” разговорная речь, причём касается и темпа речи, и лексико-грамматических оборотов языка.

Подкасты отличаются разными стилями речи – например, это могут быть подкасты о бизнесе, а могут быть – о научных открытиях и новых технологиях. Таким образом, студенты могут выбирать себе подкасты по интересам и в зависимости от их целей изучения языка.

В подкастах присутствуют лингвострановедческие элементы, т.е. аспекты, связанные с культурой, историей, литературой страны изучаемого языка, а также повседневной жизнью и новостями. В подкастах мы можем услышать разные тембры, разные голоса, разные акценты. При помощи подкастов во время обучения можно развивать последующие навыки аудирования (понимать цель заданного текста, тематику, логичность, аргументацию, последовательность фактов и событий. А также определять отношение говорящего к предмету обсуждения, прогнозировать развитие событий, выражать свою точку зрения. О подкастах впервые заговорили в начале двухтысячных, в 2005 они появились в iTunes, а в 2014 году после успеха подкаста с журналистскими расследованиями Serial их стали воспринимать как серьёзный инструмент контент-маркетинга.

Изучение подкастов началось массовым исследованием с 60-х годов XX века и до начала XXI века в трудах М.Л. Вайсбурда, Н.В. Елухина, Н.И. Геза, Л.Ю. Кулиша, Н.Ю. Абрамовской, Я.М. Колкера и Е.С. Устинова, С.В. Тимина, Н.Ф. Мещанова и др.Г.Стенли предлагает различать подкасты с точки зрения их авторства [Stanley, 2005]:

1. Аутентичные подкасты (authentic podcasts), предназначенные для носителей языка с уровнем B2-C1. К таким могут относиться новости, радиопередачи, музыкальные каналы, сериалы и др.

2. Созданные преподавателем (teacher podcasts) для дополнения содержания основного курса обучения языку

3. Созданные обучающимися (student podcasts) с помощью преподавателя.

4. Методические (Educator podcasts) для повышения квалификации преподавателя, саморазвития и обмена методической информацией.

Однако, согласно Ажель Ю.П., подкасты можно разделить на виды в зависимости от их цели:

1. Для работы с лексическим материалом, благодаря которому становится возможным понимание значения слова, словосочетания или идиомы.
2. Для развития умения аудирования и включающие в себя задания по аудированию.
3. Для проведения целого занятия по иностранному языку [Ажель, 2012]

В современном обществе возможность применения интернет и компьютерных технологий в образовательной среде, позволяет грамотно и полноценно обучать иноязычной коммуникации. К таким ресурсам можно отнести широко-известный вебсайт BBC.COM, содержащий информацию мирового масштаба, в аудио и в текстовом формате, с качественным звучанием. Информация на этом вебсайте доступна, легко воспроизводима. В этой серии подкастов, доступных на этом сайте, слушателям объясняют смысл отдельных устойчивых выражений, идиом и сленга. По-английски говорят не дикторы в студии, а обычные люди – это очень помогает научиться разговаривать так, как это делают носители языка. Каждый подкаст длится примерно 3-4 минуты, новые выпуски публикуются каждую неделю. Несмотря на то, что в подкастах звучит разговорная речь, она чуть более медленная чем в обычной жизни, а каждый слог произносится четко и внятно. Типичный формат включает в себя диалог двух людей в студии, но для создания определенной атмосферы нередко используются звуковые эффекты (background noise).

Следует отметить ещё один весьма интересный вебсайт с различного рода подкастами, раскрывающими занавес жизни людей вполне реалистичных ситуациях. Podcastsinenglish.com это серия обучающих подкастов на английском языке для начального (beginner), среднего (intermediate) и продвинутого среднего уровня (upper intermediate). Кроме того, есть подкасты для тех, кто изучает деловой английский (business English). Это кроткие уроки, полностью на английском языке, которые включают диалоги между носителями языка.

Тематика у подкастов – самая разная и охватывает буквально все стороны жизни, от зимних Олимпийских игр и верховой езды до сети Facebook. Все выпуски короткие и емкие, и к каждому есть текстовая расшифровка, рабочие листы с упражнениями и задания на вокабуляр.

А также нельзя не упомянуть Elementary Podcasts by the British Council, включающие очень полезную серию подкастов на английском языке для начального и среднего уровня! В отличие от большинства подкастов, эти уроки довольно длинные, примерно по 25 минут. Разумеется, вы можете прослушать каждый из них за один присест. Преимущественно, их можно поставить на паузу, а затем возобновить прослушивание с того места, где было остановлено прослушивание. Ведущие каждого выпуска знакомят слушателей с несколькими разными сценариями, которые сначала разыгрываются в форме диалога. Это ситуации, с которыми люди сталкиваются в повседневной жизни. В некоторых подкастах можно услышать обсуждение какой-нибудь более широкой темы. Форма подачи материала очень живая и увлекательная, английский язык звучит в нормальном темпе. К подкастам прилагается множество отличных сопутствующих материалов; некоторые можно прочесть заранее, чтобы лучше понимать происходящее в подкасте.

Современность предъявляет всё более высокие требования к обучению практическому владению иностранным языком в повседневном общении и профессиональной сфере. Из чего следует, что использование информационных технологий позволяет тренировать различные

виды речевой деятельности и сочетать их в разных комбинациях, помогает осознать языковые явления, сформировать лингвистические способности, создавать коммуникативные ситуации, автоматизировать языковые и речевые действия, а также обеспечивают возможность учёта ведущей репрезентативной системы, реализацию индивидуального подхода и интенсификацию самостоятельной работы ученика.

Проанализировав вышеперечисленное, следует отметить следующие положительные особенности использования подкастов в процессе обучения иностранным языкам:

1. легкая загружаемость с ресурса и возможность оффлайн употребления;
2. наличие тематики и периодичность издания;
3. содержание и выбор с учётом возрастных, личностных и индивидуальных особенностей;
4. дифференциация уровней с учётом закрепления пройденного материала;
5. межкультурное взаимодействие (погружение в языковую среду)

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МУЛЬТИМЕДИЙНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Abstract. The article is devoted to the using of internet technologies in the process of teaching foreign languages. The article provides the advantages of using the multimedia technologies in teaching English language.

Применение средств информационных технологий характеризует развитие современного общества. При этом в сфере образования, в частности в высшей школе эффективность обучения повышается за счёт использования межпредметных связей и применения мультимедийных технологий. Именно использование современных технологий позволяет сделать урок увлекательным и интересным для обучающихся. Внедрение ИКТ является одним из необходимых условий реализации эффективной модели образования, сформирования информационно-насыщенной образовательной среды.

Как известно, мультимедия-это интерактивные, диалоговые системы, обеспечивающие одновременную работу со звуком, анимированной компьютерной графикой, видеокадрами и текстами. Студенты получают информацию по нескольким информационным каналам, при

этом им, как правило, отводится активная роль. Применение мультимедийных технологий в образовании имеет следующие преимущества:

- повышается мотивация студентов к учёбе;
- сочетается вербальная и зрительная информация;
- гипертекст позволяет варьировать проходимый материал;
- гиперссылки позволяют устанавливать связь с дополнительным материалом, по изучаемой теме;
- информацию можно выделять цветом и расставлять необходимые акценты;
- анимационные эффекты позволяют заострять внимание обучающихся;
- звуковое сопровождение материала способствует его лучшему усвоению;
- мультимедийные материалы можно обновлять и размножать.

Представляется наиболее целесообразным использование следующих мультимедийных технологий на уроках иностранного языка:

❖ Презентации

Презентации, выполненные в программе Power Point, можно использовать как на начальном, так и на последующих этапах обучения английскому языку. Интерактивность компьютерных презентаций позволяет эффективно адаптировать учебный материал под особенности студенческих групп. Яркие и красочные презентации повышают интерес у обучающихся и притягивают сильнее, чем чтение учебника. Презентации можно и нужно использовать в качестве домашнего задания.

❖ Видеофильмы

В ходе урока следует демонстрировать как художественные, так и специальные обучающие фильмы. Последнем случае гораздо эффективнее демонстрировать небольшие фрагменты, чем показывать полностью учебный видеофильм, который обычно рассчитан на целый урок.

Просмотр художественного фильма больше подходит для дополнительных занятий и факультативов. На уроке целесообразно просматривать заранее подготовленные отрывки фильмов, а затем с ними работать.

Преподавателю необходимо подбирать видеоматериал в соответствии с уровнем группы. Подбор фильмов, и процесс разработки заданий к ним, занимает много времени и требует много усилий со стороны преподавателя, но, собранный материал, можно использовать многократно. Современная мультимедийная техника позволяет преподавателю варьировать материал с учётом особенностей конкретной группы и отдельного студента. Учитель может подготовить определенный отрывок из фильма, видео или аудио сюжет.

Достоинство таких занятий заключаются в том, что студенты учатся слышать и понимать «живой» язык, «настоящее» произношение. Недостатками являются то, что не все студенты понимают и поэтому им бывает скучно и не хватает терпения досмотреть фильм до конца.

❖ Использование ресурсов сети Интернет

Интернет предлагает огромные возможности в изучении иностранного языка: «Средства телекоммуникации, включающие электронную почту, глобальную, региональные и локальные сети связи и обмена данными, открывают перед обучаемыми и педагогами широкие возможности: оперативную передачу на любые расстояния информации любого вида и объема; доступ к различным источникам информации; интерактивность и обратную связь; организацию совместных телекоммуникационных проектов»[2]

Так, студенты могут принимать участие в тестировании, в викторинах, конкурсах, олимпиадах, проводимых в сети Интернет, переписываться со студентами из англо-язычных стран, участвовать в чатах, видеоконференциях и т.д. Оснащенность групп компьютерами позволяют делать это всей группой.

Общение с носителями языка поспособствует формированию коммуникативной компетенции студентов, которая и является основной целью обучения иностранному языку:

«»Основная цель обучения иностранному языку – формирование коммуникативной компетенции, все остальные цели (образовательная, воспитательная, развивающая) реализуются в процессе осуществления этой главной цели. Коммуникативная компетентность в современном ее понимании предусматривает формирование способности к межкультурному взаимодействию»[3]

Не смотря на перечисленные достоинства мультимедийных технологий следует отметить, что компьютер не заменяет преподавателя в обучении иностранному языку, а является дополнительным средством, позволяющим повысить качество обучения.

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BUGUNGI MURAKKAB SHAROITDA LMS TIZIMLARINING AVFZALLIKLARI VA QAROR QABUL QILISH STRUKTURASI

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O‘tgan asrning 60-yillarida axborot texnologiyalari sohasida ilk qadamlar tashlanganida bu insoniyat taraqqiyotiga qanday ta’sir etishi mumkinligini hech kim tasavvur ham etmagan edi. Axborot, axborot-kommunikatsiya texnologiyalari (AKT) yoki mediatexnologiya-lar bugungi kunda hayotimizning har bir sohasidan mustahkam o‘rin egallamoqda [1].

Bugungi kunda AKT haqida so‘z borganda, ko‘pincha kompyuter va kompyuterlashgan qurilmalarni tasavvur etadilar, as-lida, uning tarkibiga ko‘plab elementlar: video, DVD, kompyuter, planshet, mobil telefonlari, o‘yinli pristavkalar va eng bi-rinchi navbatda, zamonaviy televizor ki-radi. Ota-onalar kompyuterni televizorga nisbatan eng avvalo — ta’lim vositasi deb biladilar. Shu sababli ham bola biror yutuq-qa erishishi uchun qiziqtiruvchi, rag‘bat-lantiruvchi vosita sifatida mazkur qurilmalarni sovg‘a qilishni va’da qiladilar. Ta’limda kompyuterning roli haqida gap ketganda, uni eng avvalo, bolalarning intellektual rivojiga ta’sir etuvchi omil deb sanaydilar [2].

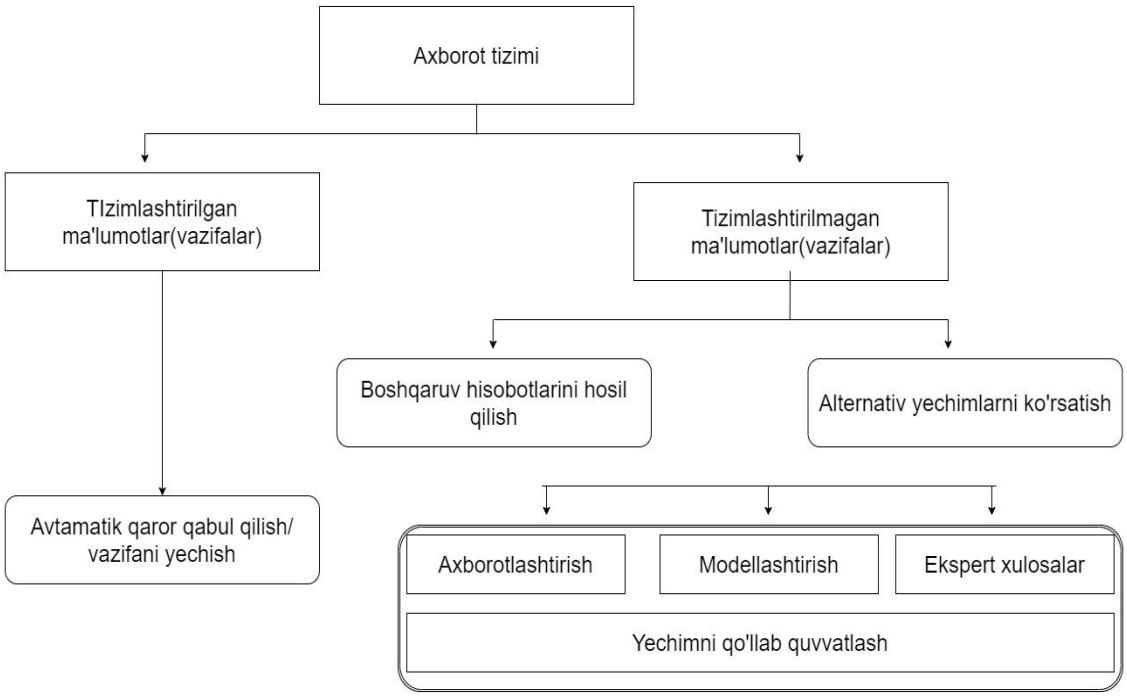
Bugungi kunda axborot tizimlari qaror qabul qilish yoki qaror qabul qilishga ko’maklashishi axborot tizimi va uning foydalanuvchilari ish samaradorligini oshiradigan asosiy omillardan biridir. Umuman olganda bu ikki tushuncha tizimda qanday farqlanadi. Berilgan ma’lumotlar (vazifalar) strukturalashgan holda berilgan bo’lsa tizim avtomatik qaror qabul qiladi, agar strukturalashmagan holda berilgan bo’lsa qaror qabul qilishga ko’maklashish mumkin bo’ladi. Bunday tizimlarni quyidagicha ifodalash mumkin.

LMS tizimlari zamonaviy axborot texnologiyalari va masofaviy ta’lim tizimini tashkil etishi mumkin bo`lgan zamonaviy texnologiyalaridan biridir[3].

Hozirgi kunda jami-yatni rivojlanishining zamonaviy bosqichi fan, texnika va texnologiyani rivojlanishining innovatsion modellariga o’tish bilan xarakterlanadi. Bunda esa kompyuter, informatsion va telekommunikatsion texnologiyalar katta ahamiyatga ega bo’ladi. Bunday sharoitda

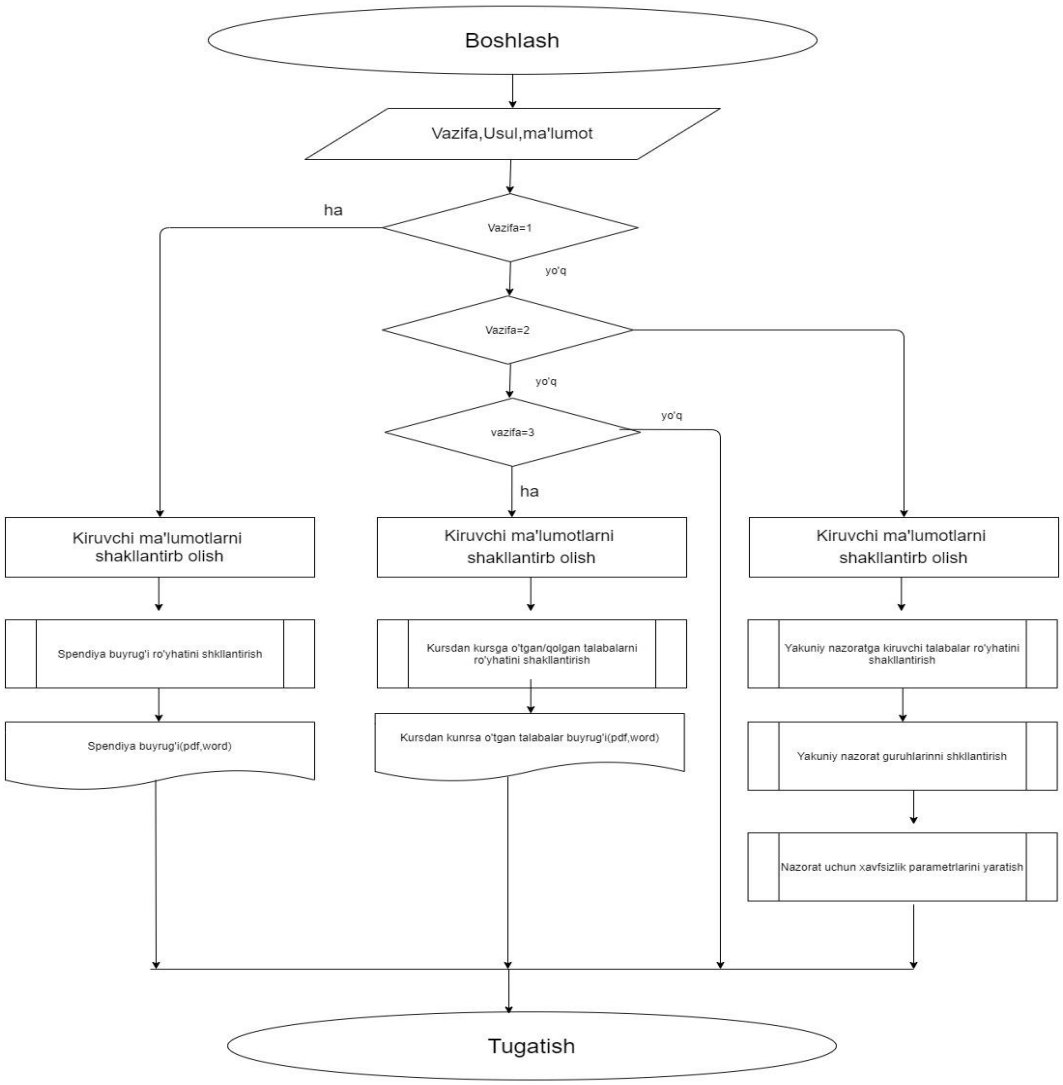
ta’lim jarayonini takomillashtirish va uning samaradorligini oshirish muammosi muhim va dolzarb masalalardan biri bo’lib hisoblanadi.

Ana shunday masalalardan biri ta’lim jarayonini mukammallashtirish uchun, zamonaviy o’qitish texnologiyalaridan keng foydalanish uslubiyotini yaratishdir.



1-rasm. Zamonaviy axborot boshqaruv tizimi elementlari.

LMS tizimlarida asosan tizimlashtirilgan ma’lumotlar bo’lganligi sababli asosan avtomatik qaror qabul qilish ko’zda tutilgan. Tizimda asosan qarorlar talabalarga spendiya tayinlovida, talabalarni kursdan kursga o’tkazishda va ularni yakuniy nazoratlaga kiritish-kiritmaslikni belgilashlarda qo’llaniladi. Kredit tizimida ta’lim oluvchi talabalarda kreditlarni saqalanib turishini inobatga olsak, ularni boshqarishni tizimlashtirmagan holda bajarish juda katta qiyinchiliklarga sababchi bo’ladi. Qarorlarni qabul qilish moduli umimiy ko’rinishi quyidagicha bo’ladi.



2-rasm. LMS tizimining qaror qabul qilish qism-tizimi.

Kelgusida tizim uchun qaror qabul qilishga ko’maklashuvchi tizimlarni ham qo’llagan holda ilmiy ishlarni davom qildirish mumkin. Ya’ni tizimdagi har bir yozuv kelgusida foydalanish qarorlar qabul qilish uchun muhim asos bo’lishi mumkin. Hattoki foydalanuvchilarning tashliflari (log) ma’lumotlari ham ularning foaliyartini baholash omili sifatida qarash mumkin.

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THE USE OF INFORMATION TECHNOLOGIES IN INTERACTIVE GERMAN LANGUAGE LEARNING

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Abstract. In modern teaching methods, more and more attention is paid to interactive methods, which are of particular importance in teaching foreign languages. In addition, the most important role of the use of information and communication technologies in teaching is undoubted. This article examines how effective the use of information and communication tools is in interactive teaching of the German language. It turns out that for a more complete implementation of the conditions of interactive learning, it is necessary to competently use certain information technologies.

The modern stage of pedagogical practice is a transition from an explanatory teaching technology to an activity-developing one, which forms a wide range of students' personal qualities. Today it is no longer necessary to convince anyone that teaching a foreign language is impossible without the use of such modern teaching technologies as teaching in cooperation, the project method, or information technology. The process of integration of information and communication technologies into our society is rapidly moving forward, and universities have no choice but to adapt it as a requirement of the Age of Information. Modern developments in information and communication technologies implement exciting possibilities to exasperate the quality of education. Interactive education software, open access digital libraries, and cheaper and more visceral technology may facilitate new forms of interaction between students, teachers, education employees and the community and increase the quality of education by making it more accessible. Education may be enriched by integrating such technologies into traditional educational activities. Information and communication technology has become, within a very short time, one of the basic building blocks of modern society. The availability of technology for foreign language teaching and learning make it possible to emphasize the various uses of information and communication technologies.

The relevance of this problem lies in the fact that information and communication technologies are characterized by a high communicative ability and active involvement of students in educational process, activate the potential of knowledge and skills of speaking and listening skills, and effectively develop communicative competence skills. This contributes to adaptation to modern social conditions, because society needs people who quickly find their bearings in the modern world, are independent and proactive, who achieve success in their activities.

At the heart of any innovation is creativity. Creative activity involves the development of the emotional and intellectual spheres of the individual. This is one of the main tasks of the modern educational process. Educational activity requires the use of specific technologies that provide a solution to this problem. These are innovative forms of education: the use of information and communication technologies, the project method, techniques of critical thinking technology.

Not only knowledge becomes important, but also the very methods of assimilating and processing information, the development of cognitive forces and creative potential based on productive thinking. The ability of students to integrate, systematize existing knowledge and skills to solve real life problems is one of the criteria for achieving a high level of personal self-development.

Interactive method – means the ability to interact or be in the mode of conversation, dialogue with something or someone [1]. Interactive learning is interactive learning in the course of which the teacher and student interact. It allows students to develop an active life position, develop the skill of teamwork, be able to assess the situation, make a decision in controversial issues and defend it.

Along with the interactive teaching method, the computer helps to intensify the learning process, individualize it, increase motivation to study the subject, and relieve emotional tension in

the process of work [2]. The introduction of multimedia teaching aids in the educational process will help to solve the following most complex educational tasks:

- optimization of the selection and presentation of the studied material;
- introduction of new conceptual methodological approaches;
- expanding the possibilities of using visualizations;
- the inclusion of cognitive tasks in the educational process.

As a result, the following contradictions become problematic:

- the contradiction between the need to form solid knowledge, skills and abilities and a large amount of theoretical information obtained in German lessons;
- the contradiction between the high requirements for the language education of students and insufficiently formed social skills and abilities;
- the contradiction between the increasing practical importance of the German language course and the lack of study time.

Obviously, Internet can be used as an effective medium of language learning through email, www (world wide web), text, audio and video conferencing. Moreover, it fits all requirements of interactive methodology of teaching foreign languages. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study. The Internet also offers a wide variety of reference materials like online dictionaries, encyclopedias and search mechanisms very helpful for developing students` individual work. They can find, alone, the missing information, the meaning of new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment.

The joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, has the opportunity to exchange knowledge and ideas. Moreover, this happens in an atmosphere of benevolence and mutual support, which allows not only to gain new knowledge, but also develops cognitive activity itself, translates it into higher forms of cooperation. The social meaning of education is the development of the personal potential of students, their ability to independently determine the goals of the activity and find methods for its implementation.

Today we are experiencing a global process of informatization of society. Computer technologies make it possible to make changes in instructive and methodological activities, and should also have an impact on the content side of the subject. In a modern university, information and communication competence, "computer literacy" of students and teachers is extremely important, which means:

- the ability to search for and find the necessary information in huge information arrays, including the Internet;
- the ability to design and process data depending on a specific task;
- application of the acquired information skills in organizing the process of one's own labor for fruitful work in a group, a creative team or independently.

When using new computer teaching aids, the teacher ceases to be the only source of information for the student, the bearer of truth, and becomes a partner, which is an integral part of interactive learning. However, this does not mean that the computer, which takes over part of the teacher's functions, is capable of ousting the teacher from the learning process. On the contrary, the skillful cooperation of the teacher with the computer, his use of information technologies as an instrument of activity makes the learning process more productive and of high quality.

The most frequently used information technology tools in the educational process include:

1. electronic textbooks and manuals demonstrated using a computer and a multimedia projector;
2. electronic encyclopedias and reference books;
3. simulators and testing programs;
4. educational resources of the Internet;

5. DVD and CD discs with pictures and illustrations;
6. video and audio equipment;
7. multimedia presentations;
8. research works and projects [3].

Methodists identify several classifications of information technology tools. In accordance with the first classification, all such tools used in the education system can be divided into two types: hardware (computer, printer, scanner, camera, video camera, audio and video recorder, etc.) and software (electronic textbooks, simulators, test environments, information sites, Internet search engines, etc.).

A breakthrough in this area forces us to reconsider the issues of organizing information support for cognitive activity. Thus, the second classification of information technology means allows us to consider the possibilities of using information technology in educational activities:

1. For literature search, in the Internet using browsers such as Internet Explorer, Google Chrome, Mozilla Firefox, etc., various search engines (Yandex.ru, Rambler.ru, Mail.ru, Google.ru, Yahoo.com, etc.) and work with it (abstracting, note-taking, annotating, quoting, etc.);

2. To work with texts using the package of basic Microsoft Office applications: Microsoft Word allows you to create and edit texts with graphic design; Microsoft PowerPoint allows you to create presentation slides for a more colorful presentation of the material; Microsoft Excel perform calculations, analyze and visualize data, and work with lists in tables and on web pages; Microsoft Office Publisher lets you create and modify booklets, brochures, and more.

3. For automatic translation of texts using translation programs (PROMTXT) and electronic dictionaries (AbbyLingvo 12, etc.);

4. For storing and accumulating information (CD-, DVD-disks, Flash-disks);

5. For communication (Internet blogs, e-mail, ICQ, Skype, Mail Agent, etc.);

6. For processing and reproducing graphics and sound (Microsoft Media Player, WinAmp, WinDVD, zplayer, programs for viewing images ACDSee, PhotoShop, CorelDraw, programs for creating diagrams, drawings and graphics Visio), etc. [4].

The listed means create favorable opportunities for German lessons and for organizing students' independent work. They help to use computer technology both for the study of certain topics and for self-control of the knowledge gained.

The use of information technology in interactive learning allows you to solve several problems simultaneously. The main thing is that it develops communication skills and abilities, helps to establish emotional contacts between students, provides an educational task, since it teaches us to work in a team, to listen to the opinions of their comrades. Using the techniques of interactive teaching of the German language relieves the nervous load of students, makes it possible to change the forms of their activity, to switch attention to the key issues of the topic of the lesson.

The use of ICT tools in German lessons of various types helps to increase students' interest in the subject and the effective formation of all types of speech activity. Systematic work with computer tasks forms students' stable skills of independent work, which leads to a reduction in the time for completing standard tasks and allows to increase the time for performing creative work. But do not forget that the integration of ICT into the educational process makes great demands not only on students, but also on the teacher.

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USING A MULTIMEDIA TECHNOLOGIES OF TEACHING PSYCHOLOGY IN HIGHER EDUCATION

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Abstract. One of the actual tasks in the methodology of teaching psychology is the transition to a multimedia technologies path of development. To implement innovative activities, specialists are needed who have the methods, means and forms of managing innovative processes. This article is devoted to the consideration of multimedia technologies in psychology in higher educational institutions.

Currently, the problem of innovative searches in the educational process has become particularly relevant. Global educational trends, called “Megatrends”, are characterized, first of all, by such features as: mass character and continuity of education; orientation of training to the student’s personality; development of creativity and ability to generate innovations; active development of human methods of cognitive activity. [1, p. 3].

Active methods of teaching at the University, first of all, mean new forms, methods and means of teaching, called: problem lectures, seminars, discussions, business games, methods of mathematical modeling. As well as comprehensive course and diploma design, production practice, etc. As in other disciplines, when developing methods of teaching psychology, one should take into account the fact that the student is both an object and a subject. If the teacher does not cause the students to have a goal that is adequate to their goal, then the act of training will not be able to take place and the method of influence will not achieve the desired result. At the same time, the student’s goal should not coincide with the teacher’s goal, it should only correspond to it. The teaching of psychology is based, first of all, on the teaching methods known in the world pedagogical practice.

Teaching psychology in higher education in the context of an innovative model of education is becoming more and more difficult. Modern teachers should not only be competent in the field of their specialty and ready to share a deep knowledge of the subject taught, but also possess new educational technologies that ensure the active involvement of students in educational, research and independent work. Teaching psychology requires the organization of such training that would ensure a natural transition from the leading educational activity to the professional one with the corresponding transformation of motives, means, methods and results of activity. This can be achieved only by implementing the principle of professional orientation of all components of training, which allows the future psychologist to improve their professional competence, learn to take an active position, forming professionally demanded personal qualities.

The most effective way to solve problems that arise in the process of professional orientation of students is to use a system of methods of problem-based learning, the most important function of which in the study of psychology is the maximum development of mental activity and creative abilities. Due to its specificity, mental activity is always causal in nature, striving for a deep insight into the essence of objects and phenomena.

Problem-based learning is a teacher-organized method of active interaction of the subject with the problem-presented content of training, during which he learns to think and creatively assimilate knowledge. The use of methods and techniques of problem-based learning puts the student in such conditions when it is necessary for him to use the available stock of psychological skills and abilities, to show creativity, choosing a way to solve a problem situation [3]. The general condition for the success of problem-based learning is the high professional skill of the teacher, which consists in

creating such problematic psychological situations that would correspond to the cognitive capabilities of each of the students.

The use of methods and forms of problem-based learning contributes to the integration of educational and research processes across the entire canvas of professional training of students. Research work in all subjects, including psychology, is a strong catalyst for the intellectual potential of students, allowing them to increase their cognitive independence. Practice shows that the best effect in the organization of research work in psychology is the formation of groups that conduct research on an interdisciplinary basis with a wide application of psychological terms. At the same time, the teacher should maximize the interest of future specialists in the problem, since the student makes every effort to perform research work only if he / she is able to understand its purpose and content and finds them professionally significant for his / her future professional activity.

Another method of innovative technologies is multimedia. The literal translation of the word multimedia is not very euphonious – multi-media or multiple environments. The medium here refers to sound, video, text, and any other data. Multimedia refers to a set of software tools that allow you to use a personal computer to work not only with text, but also with sound, graphics, animation, and video. Multimedia allows you to use your computer in a new way, turning it, for example, into a convenient tool for working with huge databases containing not only text data, but also sound, high-quality images and videos.

However, an analysis of well-known media products shows that their developers do not clearly understand the specifics of the product being created. In fact, they create the same text textbook, only brighter and more diverse illustrated. Moreover, the textbook is traditional – the one that is based on an ordinary text. And what is most sad – with a set of ready-made cliches and conclusions. Visual (as well as music, video, etc.) material, as in a traditional textbook, plays only an illustrative role. And as in an ordinary textbook, this material is not always really “tied” to the text [2, p. 123]. In our opinion, we need to clearly understand the key advantages of multimedia and strive to make the most of them. And the main advantage is the ability to create vivid and memorable images, as well as the ability to compare and contrast them.

It is easy to see that in any case, the use of multimedia does not bring anything fundamentally new to the pedagogical and psychological strategy. Its choice is determined by individual characteristics, preferences, and teacher qualifications. It works the same as before, although its capabilities are expanding. The question is which strategy of the three described above is more preferable and allows you to use these very technical capabilities more fully. Any lesson has two subjects - the teacher and the students. The multymedia cannot become a third subject. But multimedia allows you to increase the time of independent work of students, to intensify it. Moreover, they make it possible to make each of them work. Even with very different levels of individual readiness. Everyone will be able to see, hear, and analyze-even at their own level, even if not always verbalizing the results of this work. In other words, the level of individualization of training increases significantly. But to do this, the lesson must be really interactive. And this should work, first of all, the selection of material and its methodical processing.

Thus, the use of multimedia technologies in teaching psychology will significantly increase the possibilities of teaching, make it much more individualized both the teaching itself and the perception of psychology in general. They provide a great opportunity to get a “taste of the subject and science”. This is achieved by extensive use of authentic materials, primarily visual and through a multimedia lesson using interactive technologies. You can organize the production of not only traditional media products, but also collections of various materials that would allow the teacher-psychologist to independently design a lesson from various elements-according to their preferences, level of training and qualifications.

In conclusion we have found that the formation of a creative personality of a specialist capable of innovation is the main task of higher professional education. Innovative technologies are designed to solve not only this problem, but also a number of other important socio-economic and pedagogical

problems. When implementing innovative technologies in the practice of higher education, it is necessary to take into account a reasonable ratio of standardization and innovation processes related to the curriculum and content of academic disciplines. In turn, when developing the state standard, it is necessary to provide for the possibility of updating the criteria and the nature of knowledge in accordance with the requirements of life. Standardization does not exclude, but rather involves the search for innovative approaches to learning.

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МУЛЬТИМЕДИЯ В ОБРАЗОВАНИИ

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Annotation. This article is about information technology in education. An important part of the education modernization process is information and communication technologies. Information technologies are becoming an integral component of learning content. Remote technologies in education have greatly expanded its capabilities.

Настоящее время современные мультимедия является необходимым в образовании. Они позволяют изменить характер организации учебно-воспитательного процесса. Повышает качество образования, информационные технологии становятся неотъемлемым компонентом содержания обучения, средством оптимизации и повышения эффективности учебного процесса. В данный момент используются интегрированные уроки с применением мультимедийных средств. В последнее время учителя нашего университета создают и внедряют авторские педагогические программные средства, в которых отражается некоторая предметная область, в той или иной мере реализуется технология её изучения, обеспечиваются условия для осуществления различных видов учебной деятельности. Послевузовское образование также ориентировано на внедрение ИТ, в учебные планы аспирантов и соискателей многих научных направлений включаются дисциплины, связанные с изучением и внедрением информационных технологий в научную и профессиональную деятельность. Дистанционные технологии в образовании значительно расширили его возможности. В последнее время дистанционного обучения набирает все большую популярность. Проникновение современных информационных технологий в сферу образования позволяет качественно изменить методы и организационные формы обучения, сделав его более удобным и доступным.

Сегодня в нашем университете происходит становление новой системы образования, ориентированной на интеграцию в мировое информационно-образовательное пространство. Процесс этот сопровождается заметными изменениями в организации процесса обучения, который должен соответствовать современным техническим возможностям.

Важная часть процесса модернизации образования это информационные и коммуникационные технологии. Они позволяют осуществлять дистанционное

взаимодействие преподавателей и студентов, получать образование дистанционно. Онлайн формы обучения — это возможность получить образование без отрыва от работы и места проживания. Не нужно прерывать свою профессиональную деятельность, переезжать и тратиться на временное жилье . График заочного обучения адаптирован под студента, построен по индивидуальному плану и не требует присутственных дней.21 век такой тип образования набирает популярность и в нашей стране и в мире! Основным преимуществом ДО является то, что это очень удобная и гибкая форма обучения, ведь дистанционное обучение позволяет обеспечить: выгоду и экономию подхода .

- не требуется тратить время на поездки к месту учёбы;
- не требуется затрат на аренду помещений;
- одновременного обучения большого количества учащихся;
- повышение качества обучения за счет применения современных средств и технологий;
- доступ к объёмным электронным библиотекам и базам знаний;
- создание единых, либо отраслевых образовательных сред и методик.

Курс дистанционного образования предоставляет программу лекций, открывая студентам учебные материалы, но и организует процесс обучения, чтобы студентам было интересно и доступно. Интерес к предметам, азарт и жажду знаний, можно добиться хорошей успеваемости. Программа дистанционного образования нацелена именно на полное вовлечение и погружение студентов в образовательный процесс. Дистанционные образования не должен вселять в своих студентов чувство одиночества или изоляции, напротив, самая лучшая программа та, которая найдет методы и приемы для создания атмосферы присутствия, сотрудничества.

Прогресс в сфере коммуникаций позволил использовать новые способы передачи данных и спутниковую связь, чтобы проводить обучение студентов, аспирантов или персонала на совершенно новом, важно лишь наличие сети для коммуникаций с обучаемыми. На сегодняшний день необходимо постоянно развиваться, учиться и овладевать новыми знаниями и информацией, повышая свою профессиональную планку чтобы преуспеть в любом деле — всё это позволяет сделать возможным дистанционное образование. Доступность - независимость от географического и временного положения обучающегося и образовательного учреждения позволяет не ограничивать себя в образовательных потребностях.

Минусы дистанционного обучения, основную массу учебного материала приходится осваивать самостоятельно, отсутствует постоянный контроль над обучающимися , в дистанционном образовании основа обучения только письменная, отсутствие очного общения между обучающимися и преподавателем. ДО как одной из основных тенденций развития мирового образования. Что касается дистанционного образования рост профессионализма людей, которые сегодня осуществляют методическую и техническую поддержку, это совершенно иного качества программное и аппаратное сопровождение ДО, это значительное увеличение числа желающих обучаться и обучать дистанционно, это расширение географии удаленных студентов.

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PECULIARITIES OF TRAINING FUTURE SPECIALISTS WITHIN THE FRAMEWORK OF EDUCATION DIGITALIZATION

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Abstract: This article is devoted to the disclosure of the features of training future specialists within the framework of the digitalization of the economy and the education system. In addition, the article analyzes conditions for educating qualified personnel for future in terms of the digital economy development with the account of the new educational realities of a higher educational institution.

Currently changes in social, political, economic and cultural life in contemporary society definitely influence the education system as a whole. This is reflected in the search for new ways and techniques of organizing education process, the increasingly widespread use of innovative pedagogical technologies, etc. The reforms ongoing in the field of education are aimed, first of all, at achieving the fact that graduates of educational institutions should be not only highly qualified specialists, but also harmoniously developed, spiritually rich individuals who have analytical and creative thinking, skills in using advanced information - communication facilities and technologies capable of practically applying English in their daily activities, able of generating new knowledge and their application within the framework of globalization.

Within the framework of ongoing socio-economic conditions, the development of education in the Republic of Uzbekistan receives a high status, since it is the factor that will facilitate transition to the information society and the formation of priorities for the development of the state. This is proven by the fact, that currently the government focuses on the problems of the formation of harmoniously developed youth as the main strategic reserve of socio-economic reforms in Uzbekistan, without which the further development of society is impossible,

At the beginning of 2017, Sh.M. Mirziyoyev, the President of the Republic of Uzbekistan, approved a program of the Action Strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021. Section 4 of this Strategy implies necessity to pay a particular attention to the development of education, culture, science, literature, art and sports. Further, in reliance upon this program, there was adopted the Resolution of the President of Uzbekistan "On measures for the further development of the higher education system" which highlighted the following:

- establishment by each higher educational institution of the country of close promising partnerships with leading specialized foreign research and educational institutions, widespread introduction of advanced pedagogical technologies, curricula and teaching materials based on international educational standards into the educational process,
- further improvement of the educational process, curricula and programs of higher education based on the widespread use of the most advanced pedagogical technologies and teaching techniques, qualitative renewal and implementation of modern forms of organization of the scientific and educational process of the master course program (Mirziyoyev, 2017).

The development of digital technologies in the field of education is justified by the relevance and is supported at the state level and general public. In particular, 2020 in Uzbekistan was declared the year of the Development of Science, Education and the Digital Economy, which indicates that the problem of digitalization is relevant throughout the state as a whole.

Currently digitalization is not only the introduction of modern digital technologies in various spheres of life and production, but also a new social situation of digital socialization. The main changes in education are associated with the digitalization of education. In the process of digitalization, the very structure of education and the organization of the educational process are

fundamentally changing. The use of new information and communication technologies is the initial condition for the further development of digital pedagogy.

Consequently, the formation and further development of the digital economy put forward requirements for the formulation of appropriate professional competencies among highly qualified specialists. Improving the educational process in a higher educational institution can be prerequisites for the formation of a high-quality system of new knowledge that can enhance industry processes in various spheres of economic activities (Blinov, 2020). In this regard, it should be noted that the nature of the objectives in universities is becoming more complicated, including educational reforms, methodology of the educational process, as well as technologies of vocational training.

This problem becomes especially essential in the aspect of educating future specialists within the framework of mastering up-to-date knowledge, in particular, coverage of modern practices and principles. In this regard, the education of qualified personnel in terms of the digital economy development assumes formation of appropriate professional competencies based on actions that can strengthen human capital, including, but not limited to:

- updating the content of academic curriculum in some general professional and special disciplines with the account of the most advanced knowledge;
- development and application of forms and teaching technique that are directly related to digitalization (Kolodnikov, 2019).

It should be noted that the introduction of new forms and methods of teaching requires not only an understanding of the task at hand, but also knowledge of how to solve it: design, mastering and support. The task is complicated by the fact that there is no single, universal model for the implementation of the standard and in each university it will have its own characteristics. Consequently, the issue of developing models and technologies adapted to the conditions of a particular university is being considered and they should include both a certain general algorithm of actions, created on the theoretical and methodological foundations of modern pedagogy, and actions of an adaptive nature. In addition, the most important thing, the sought-for model for the implementation of the educational standard should lead to a new quality of education at the university.

In our opinion, the success of these actions for the formation of professional competencies in future specialists corresponding to the level of development of the digital economy to a great extent depends on the skill and potential of the teaching staff who provide the methodology and technology of professional education.

Thus, the significant objectives of a higher educational institution are not only the analysis of the content of academic curricula, but also pedagogical design, as forms and methods of organizing education. In scientific sources, professional competencies are determined as the ability of a person to solve certain problems, which actually proves that their manifestation, formation and strengthening should take place in active behavior. The importance of practical training for the formation of professional competencies is emphasized in many scientific literary sources. For example, V.I. Blinov has defined professional competencies as the ability of an employee to perform work in compliance with the requirements of the position, and the requirements of the position are the tasks and standards for their implementation adopted in the organization or industry (Blinov, 2020). Most researchers believe that competencies are internal, potential, hidden psychological new formations, which include knowledge, ideas, algorithms of actions and systems of relationships. Consequently, the formation of professional competencies in many specialties should be based on the use of practice-oriented teaching techniques and involve expansion of these techniques in reliance upon the use of modern digital products, and this is especially relevant in terms of educating corporate governance specialists.

Currently it is necessary to offer future specialists not only the required amount of knowledge, but also the opportunity to develop skills and abilities that enable application of various digital products to solve professional problems in almost all areas of business. In this regard, a particular attention should be paid to the available opportunities for training qualified personnel in terms of the digital economy development, including practice-oriented teaching technique using modern Internet

services and cloud software products hosted on remote servers. The development of the latest and most sophisticated teaching techniques in reliance upon these services provides a higher educational institution with opportunities for organizing a dynamic learning process. The use of these software solutions in teaching enables to update educational goals not only for individual topics or sections, but also for academic subjects which can ensure creation of a methodological portfolio that can be crucially important for solving various applied problems. Study assignments based on the use of The ability to solve educational problems using Internet services and distant cloud programs can provide professional opportunities in the future, in particular, to present new ideas, develop a set of tasks to achieve goals, create visual support - charts, diagrams, maps and graphs, illustrate connections between parts of objects, expand the boundaries of analytical thinking and many others.

Obviously, education forms and teaching technique for the formation of professional competencies of specialists corresponding to the level of development of the digital economy, based on Internet services and distant cloud programs, depend on the content of academic subjects and should involve a system of exercises that can develop the dialectics of reproductive and problem teaching technique.

In conclusion, it should be noted that the practice of introducing digital technologies influences not only innovations in the equipment of the educational process, but also the modernization of research activities, and currently we can say that digital technologies are a unique mechanism for the diversified development of a modern higher educational institution. An opportunity has been created for a quick exchange of experience and knowledge, adaptation of online learning, development of digital libraries and digital campuses, and the number of persons receiving unique information that was previously only available to a few experts and scientists is increasing. Due to digital technologies, we can confidently talk about the globalization of the scientific world and the active development of academic mobility. Definitely, in the conditions of comprehensive modernization, a modern higher educational institution must adapt to preserve its unique qualities and competitive advantages, competently create the strategy for its development, areas of expert development and research development model.

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JORIY NAZORATNI BAHOLASHDA MULTIMEDIA TEXNOLOGIYALARINI JORIY ETISHNING AFZALLIKLARI

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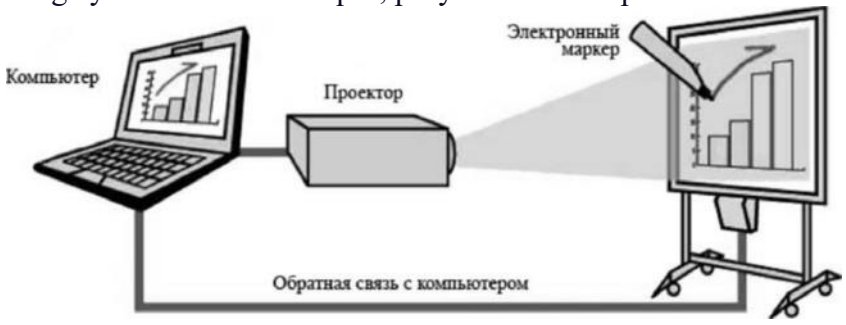
Muhammad al Xorazmiy nomidagi TATU
Chet tillar kafedrasi assistenti

Annotation: the article is devoted to the actual problem of the possibilities of using multimedia technologies in the process of assessment. The article provides a brief overview about importance of social distance and benefits of www.kahoot.com.

2020 – yil inson hamjamiyati tarixidagi eng murakkab yillardan biri buldi desak mubolag'a bulmaydi. 2019-yil dekabr oyida Xitoyning Uxan provinsiyasida paydo bulgan koronavirus qisqa fursatda keng quloch yoyib, insoniyat turmush tarzini butkul uzgartirib yubordi. Ketma ket – karantin tadbirlari, uzgargan ish uslublari va tinimsiz ortib borayotga xavf xatarlar har bir sohani tubdan isloh etishni talab etmoqda. «Bu o'ta muhim favqulodda choralarni talab etuvchi o'ta muhim favqulodda vaziyat bo'lib, biz butun dunyo hamjamiyati, xususan jismoniy shaxslar, korporatsiyalar, fondlar, hukumatlar va boshqa tashkilotlarni birdamlikka chaqiramiz - deb ta'kidlaydi YuNICEFning ijrochi direktori Genrietta For.

O'rnatilgan karantin chora tadbirlari mamlakatlarning deyarli barcha sohalarida o'ziga hos sinov buldi. Shu jumladan, O'zbekiston Respublikasi Maxsus Komissiyasi qaroriga muvofiq mamlakatimizdagi barcha ta'lim muassasalarida 2020 – yil 1 – aprel dan boshlab masofadan turib faoliyat olib borildi va 2019 – 2021 o'quv yili masofaviy tarzda yakunladi. Deyarli 7 oy davom etgan karantin chora tadbirlari natijasi o'laroq kuz oylariga kelib mamlakatimizda koronavirusning tarqalish ko'lami nazoratga olindi va bosqichma bosqich ta'lim muassasalari faoliyatini an'anaviy tarzda davom ettirishga ruxasat berildi. O'z navbatida mutaxassislar, kasallik tarqalish tezligi jilovlandi, degani, kasallik butkul yuq bo'ldi degan emasligini qayta qayta takrorlab, fuqarolarni ehtiyot choralarini ko'rishga chorlashmoqda. "Takror aytaman, kasallik bizga kirib kelmabdi, deya xotirjamlikka berilish, himoya va gigiyena qoidalarini unutish to'g'ri emas. Ehtiyot choralari hamon amalda" – dedi Nurmat Otabekov OAV muxbirlari bilan suhbatda. Shuning uchun ham sohalardagi faoliyat qayta tiklangani bilan, ehtiyotkorlik choralarini ko'rish uchun ish uslublari ayrim jabhalarda qisman, ayrimlarida esa butkul yangilanishlarni talab etmoqda.

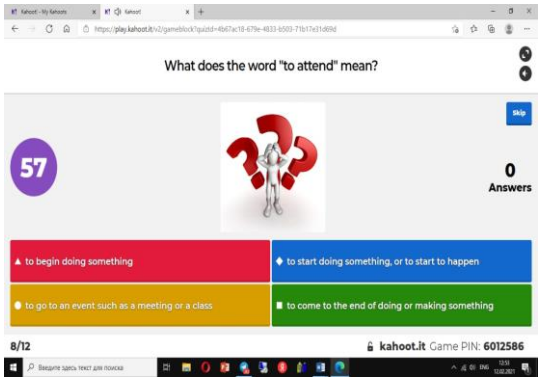
Oliy ta'lim muassasasidagi o'quv jarayonida ham pedogog o'qituvchilar talabalar hamda o'z sog'liqlariga ziyon yetkazmaydigan yangi metod va uslublar yordamida ta'lim sifatini oshirishga intilib kelmoqdalar. Yaxshi ma'lumki, o'qituvchilar o'tilgan mavzuni turli usullardan foydalanib talabalar bilim ko'nikmalarini baholab boradilar. Kichik test, yozma mashqlar yoki savol javoblar shular jumlasidandir. Ammo imkon qadar o'zaro yaqin aloqani cheklash talab etilayotgan bugungi dolzarb vaziyatda, o'zaro qog'oz ayirboshlash Virus tarqalishiga olib kelishi mumkin. Bu vaziyatda biz joriy baholash uchun AKTdan foyalangan holda qiziqarli interaktiv metodni tavsiya qilamiz. Demak bizga yaxshi Internet aloqasi, proyektor va computer kerak buladi.(1-rasm).



1 – rasm

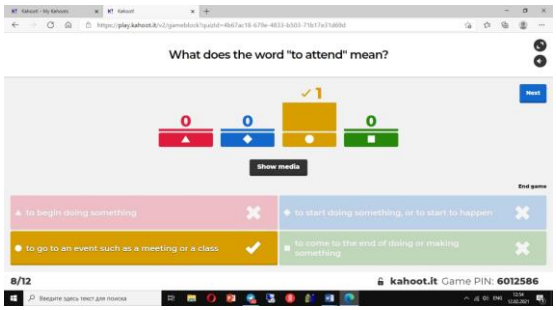
Dastavval, o'qituvchi www.kahoot.com saytida ro'yxatdan o'tib o'z profiliga ega bo'lishi kerak. Mazkur sayt masofadan turib, o'quv jarayonlarini tashkil etishning qulay vositasidir. "Biz

qachon va qaerda bo'lishingizdan qat'iy nazar, bilim olishingiz uchun uchun hech qanday cheklovlar bo'lmasligi kerak deb hisoblaymiz. Ta'lim muassasasidan tashqarida bo'lgan paytingizda ham o'quvchilarni bilim olishga jalb qiling…", deya barchani qaynday sharoit bo'lishidan qat'iy nazar sifatli ta'lim jarayonin tashkillashtirishga undaydi sayt tashkilotchilari. Nafaqat masofaviy ta'lim jarayonida, balki ushbu saytning ko'pgina qiziqarli funksiyalarini auditoriyaga olib kirib ham o'zaro masofani cheklagan holda mashg'ulotlarni interactiv tarzda tashkil etish mumkin. Ayniqsa, onlayn viktorinalar, musobaqalar uyushtirish o'quvchilarning fanni o'zlashtirishga bo'lgan ishtiyoqini yanada oshirishga xizmat qiladi. O'qituvchidan talab etiladigani faqatgina mavzu yuzasidan mustahkamlash uchun beriladigan turli vazifalarni saytdagi o'z profilida viktorina savollar ko'rinishida tashkillashtirishdan iborat. Dars jarayonida esa mana shu sayt orqali o'yin tashkil etiladi. Proyektor yordamida katta ekranda savol ko'rsatiladi (2-rasm). Talabalar savolning javobini qo'llaridagi gajet orqali belgilaydilar (telefon, planshet, netbuk, noutbuk va h.k.) (3 - rasm). Har bir to'gri javob avtomatik tarzda baholanadi(4 – rasm) va ekranda kim qanday javob bergani satatistika ko'rinishida berib boriladi (5 – rasm). Qizig'i o'rganuvchilar to'g'ri javobni belgilash uchun sarf etgan soniyalariga ko'ra ballarni qo'lga kiritadilar, ya'ni to'g'ri javobni tanlagan talabaga tezkorligiga ko'ra ballni qo'lga kiritadi.

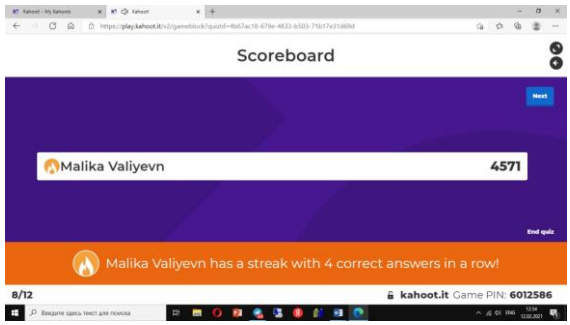


2 – rasm

3 – rasm



4 – rasm



5 – rasm

Ushbu texnologiyani mashg'ulotlarda qo'llash orqali biz Jahon sog'liqni saqlash tashkilotining (JSST) o'zaro ijtimoiy masofani saqlash haqidagi yo'riqnomalariga amal qilgan bo'lamiz. Zero, 7 iyul kuni Jenevada bo'lib o'tgan brifingda JSST yuqumli kasalliklarning oldini olish va nazorat qilish bo'yicha texnik direktori Benedetta Allegransi koronavirusning havo orqali yuqishi haqida dalillar borligini ta'kidlagan. "Odamlar gavjum bo'ladigan jamoat joylarida, yopiq va shamollatilmagan xonalarda koronavirusning havo orqali yuqishini istisno qilib bo'lmaydi. Qolaversa, ta'lim jarayonida raqobat muhitini yarata olamiz va talabalarni ko'poq o'qishga, o'tilgan mavzular yuzasidan mustaqil izlanishga ishtiyoqini oshirishga erishamiz.

Xulosa o'rnida shuni ta'kidlash kerakki, har qanday vaziyatda ham ta'lim tarbiya jarayonida sustkashlikka yo'l qo'yib bo'lmaydi. Shunday ekan, har bir mutaxassis karantin qoidalariga amal

qilgan holda o’z darslarini tashkil etishga va multimedia texnologiyalaridan foydalangan holda ta’lim sifatini yaxshilashga intilmog’i darkor.

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FORMATION AND DEVELOPMENT OF WRITING COMPETENCE

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Annotation: It is known that the features of assessing the skills of students in teaching foreign languages are widely covered by a number of domestic and foreign researchers. Despite the number of studies related to evaluation of a foreign language, until recent years there was a need for further study and research in scientific terms, the question of formation and development of competence and assessment of competence of students in higher education in our country. For this reason, many methods and models have been developed by scientists, educators, and specialists to evaluate students ' writing skills and further improve this process. The features of strengthening the written language and the formation of writing skills in English among students of non-philological universities are discussed below. The effectiveness of tasks and communicative competence in a foreign language aimed at improving each component of students ' written competence.

The reports of the observers and their own reviews highlight the occurrence of the processes taking place, and from the behavior of the observed student, the experts will allocate the component of the compensation and put forward the assessments that provide the results. It can be said that if the student's level of preparation is able to demonstrate the ability to take the priority tasks of professional activity in standard situations without any mistakes, it will be in accordance with the requirements for today's education.

Here it is recommended to evaluate the following three levels of competence:

1) primary level that must be mastered for all students and graduates of a higher educational institution; [1]

2) advanced level (increased minimum characteristic of the degree of scarcity of compensation for graduates of a higher educational institution); [2]

3) high (very superior) level (the possibility of maximum manifestation of competence, direction for improvement. [3]

In many documents and rules in this regard, it is shown that in connection with the fact that the individual takes first place and the communicative methods of organizing lessons become a priority, "the control over the collection and interpretation of information on the assessment was transferred to classes over centralized power, in which a rapid assessment was carried out". [4] Such changes are first and foremost the foundation for the teacher to play a decisive role in the assessment of the students and encourage them to find new techniques for assessing their success and development in the educational process.

It is characterized by a transition from a traditional formal assessment to a less formal one, that is, intentionally to a finite form, with an assessment based on the individual response and the student's response or output. In particular, alternative ways and methods of evaluation take into

account changes in students ' needs, interests and strategies, and this is done by combining assessments as well as cognitive activities. In addition, they promote successful educational awareness activities, confirm positive aspects and provide a current assessment, and not intermediate.

Until recently, the field of EFL/ESL assessment in classes was determined not by communicative competence, but by intermediate control, which is reflected in the formation of individual language aspects and linguistic accuracy of students. The communicative methodology of the course focuses on the current assessment, which is characterized by "a large number of aspects on the development of students in the field of language and development in the field of language learning, as well as the study of other educational potential". [5]

Therefore, the assessment goes out into the field as a diagnostic instrument that provides feedback, determines the appropriateness of the curriculum to the instructional materials, the effectiveness of the techniques under study and the strengths and weaknesses of the students. In addition, it helps to demonstrate to students that they have mastered writing skills in foreign languages, leads to an increase in motivation, as well as greater involvement, which leads to the fact that the teacher works not only on the result, but also on the active organization of the educational process.

It is known that if the level of preparation of students is low, as well as there is no deep and active involvement in the educational process. This situation is clearly manifested in the process of examination or various tests. Firstly, if characteristics such as Knowledge, Skills, Qualifications, Experience and Communicative Competence clearly show their result in the exam, and secondly, in assessing them by the teacher. Some complexities also arise in the matter of using accuracy, competency and techniques. [6] But even educators, teachers should not underestimate the aspects that should be taken into account separately. Because, it is always necessary to be careful about the application of some methodological errors in the teaching and learning process by teachers who do not yet have extensive experience, whether they know it or not.

It is also necessary to remember that the conduct of various tests, examinations, constantly dividing students into different groups, either by dissatisfaction in most of them, or by similar psychological and behavioral changes, not allowing the depressed mood to arise, or, on the contrary, by making the right conclusions from their various aspirations and shortcomings, mistakes, it is also necessary to remember that one of the ways to solve such problems is to reflect on the positive approach to assessment in students. [7] In addition to this, reflecting on the idea that assessment in their minds is an integral part of the educational process, that it is not an independent process, it is simply an important process that allows them to remain permanently aware of the potential factor.

The use of the evaluation reviewed by scientists will help lower the level of concerns about concentration of attention on linguistic accuracy, enable students to feel " expansion of acceptable areas " and the use of linguistic accuracy will help students to understand the differences between linguistic accuracy and linguistic competence. Some educators and researchers encourage students not only to have ideas in their solutions to the test formats, but also to have access to its content and the potential to control them.

Thus, the German scientist Meyrkhof offered to give the students the opportunity during the test so that each student can freely discuss their issues in the neighborhood where they are studying their opinion. And another specialist Frile was recommended to involve students in the development of topics proposed for the test, as well as some issues. And Myorfi recommended that the students create the tests themselves by taking the tests. He said that the structure of the tests by the students themselves is an effective way to "make use of the students to better accept the subjects and to force the general knowledge to cooperate in the learning process". [8] He also proposed the following algorithms: students choose questions that go into the tests under the guidance of the teacher; then, having worked in the double method, they ask each other questions during the training session; then, questions for the strengthening of absenteeism are given to their partner once again. Prospective lawyers will evaluate their responses with their partners or teachers and the relative correctness or

error of linguistic correctness. This method is also essentially the most important factor in assessing the knowledge of students, especially prospective lawyers and developing their writing competences.

In place of the conclusion, we should say that the issues of assessing students ' writing skills in English, as well as in other foreign languages, improving this system with the help of modern methods are among our most important tasks. The constant increase in English language proficiency, writing and communicative competence of students, especially students of legal direction, as well as the most important system of their assessment is more important than ever. Their specific methodological basis, in the process of studying alternative methods and options for evaluation, it should be noted that for those who have already started studying the language, students, who want to acquire a certain specialty, the assessment is based on the work carried out, which requires the performance of authentic tasks with the application of oral or written communication skills. The fact that these techniques are divided into traditional and modern, medium, advanced and high levels, each of which is distinguished by its specificity, covering not only with the audience, but also with the requirements of individual performance, reflects the main character of the subject.

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THE ROLE OF MULTIMEDIA TECHNOLOGIES IN IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS

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Abstract: The article considers that the use of multimedia technologies enriches the learning process, makes learning more effective by involving most of the sensory components of the learner in the process of accepting information perception.

Today, the education system is impossible to imagine without the usage of modern technologies. It has already been proven that the involving innovations makes the learning process more efficient and multifunctional. And first of all, this is due to the using of multimedia. Literally translated, multimedia means "many environments". And its distinctive feature is that in one software product various types of information are integrated, such as: - text, table, illustrations, speech, music, animation, and at the same time there is a parallel transmission of audio and visual information.

Therefore, today multimedia is an interactive (dialog) system that provides simultaneous work with sound, which is animated by computer graphics, video frames, statistical images and texts.

Analysis of publications on the application of multimedia in education has shown that currently there is no generally accepted precise classification. However, according to their usage in the classroom there are the following types: demo software for testing and controlling the level of knowledge and skills, software modeling, fitness equipment, information systems and educational software, the most common of these are electronic books.

The main areas of multimedia application are:

1. Organization of cognitive activity of students in the classroom: to increase educational motivation, transfer educational information, to show, compare processes and phenomena, demonstrate visual materials;

2. Organization of independent work: for independent acquisition of knowledge and skills, in the preparation of reports, abstracts, reports;

3. Implementation of a differentiated approach in the in-depth study of the subject;

4. Checking the results of training: practical tasks, works, test control of knowledge.

5. Repetition of not only the entire material, but also its individual fragments.

Multimedia technologies are the mechanism by which a person receives information, processes it and assimilates it, as well as, if necessary, transmits it. The use of modern information technologies in the learning process makes it possible to improve its quality and transfer the entire educational system to a completely new level of development. To achieve the effectiveness of the educational process, through the applying multimedia technologies, you can rely on the following principles of the organization of training:

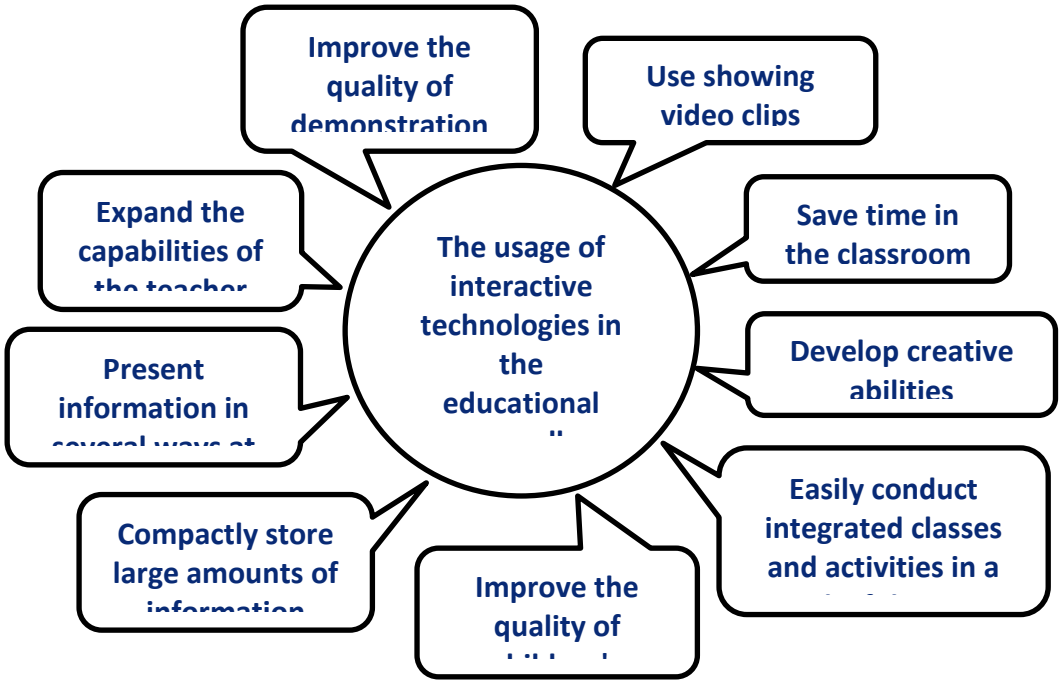
The principle of multi-sphere. Educational information is perfectly absorbed and remembered if it is presented in several forms. For example, a text with illustrations, audio material supplemented with a video presentation, etc.;

The principle of adjacency. The training material must be presented in different forms at the same time: displaying text on the screen or reading it in a textbook with the inclusion of slides on a PC or interactive whiteboard;

The modality principle. When using animated images, it is better to supplement them with spoken speech, teacher comments, or audio materials. Animation with text material does not have a high effective value;

The principle of structurality. The structure of the multimedia material should be clear and consistent. It is necessary to highlight the table of contents, subheadings, information that is worth paying special attention to;

The principle of personalism. The training should be differentiated, based on the using of a dialogue style of teaching.



Picture 1. The use of interactive technologies in the educational process.

Today, the benefits of multimedia learning are on the face. They are represented by both qualitative and quantitative characteristics.

The qualitative possibilities are obvious: the photo is clear and fuzzy, the verbal description is inferior to the visual representation.

The quantitative possibilities are expressed in the fact that the multimedia environment is much higher than the information density (1 page of text is 2 Kbytes of information. The teacher says this information in 1-2 minutes, during the same time a full-screen video brings 1-2 GB of information.) Therefore, it is no accident that they say that it is better to see once than to hear a million times.

These advantages help students better understand and remember the educational material, the interactive mode allows you to influence the pace of learning, check the degree of assimilation of the material, transfer research skills to the implementation of creative projects, develop a search style of thinking. Students apply the acquired skills in practice, develop such necessary qualities in life as initiative, independence, self-organization.

And for the teacher, working with multimedia materials allows to organize feedback, quickly search for the necessary information, save time, turn to hypertext explanations, the explanation of the material can be accompanied by a demonstration of animation effects and synchronous voice-over.

As practice shows, the use of multimedia in education is necessary, the task of the teacher is to learn how to methodically competently and systematically exploit these opportunities in the organization of the educational process.

Based on the above, we can distinguish the following psychological advantages of using multimedia resources in the process of teaching students:

1. Visualization. Working with graphic information allows you to mobilize the resources of imaginative thinking even when working with iconic material.

2. Acceleration of the process of exteriorization of the idea, its materialization in the form of a drawing or diagram.

3. Speed up and increase the results of the template transformations of the situation received from the computer.

4. Expanding the ability to perform probing search actions that are now performed by a computer.

5. The ability to return to the intermediate stages of complex activities (using the computer's memory).

6. The possibility of simultaneous consideration of the same object from several points of view, comparison of several options for converting the object.

7. Saving time, dynamic course of the lesson.

8. Increased requirements for teacher qualifications. He must have the necessary level of knowledge of computer technology and possess the skills to work with software.

9. Improving the emotional atmosphere in the classroom due to the greater interest of students in the learning process.

In conclusion, I would like to note that the cooperation of trainers and trainees, their mutual understanding is the most important condition for education. It is necessary to create an environment of interaction and mutual responsibility. Only if there is a high motivation of all participants of the educational interaction, a positive result of the multimedia lesson is possible.

The current level of development of communication resources has opened up new horizons in the field of educational activities. The rapid development of information technologies, the transformation of the computer into a phenomenon of everyday routine, the emergence of the Internet, etc. - all this has affected such a traditionally conservative area as domestic education. A multimedia product is the result of combining two areas: a specific subject area and computer technology itself. This product accumulates three main principles:

1. Representation of information using a combination of multiple human-perceived environments.

2. The presence of several storylines in the product content, including those built by the user himself on the basis of "free search" within the framework of the information offered in the product content.

3. Artistic design of the interface and navigation tools. Multimedia is a new direction, but it has clearly begun to divide into genres: electronic textbooks, training and testing programs, presentations. Each genre has its own characteristics, laws, and problems.

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ТИЛ ЎҚИТИШ ЖАРАЁНИДА МУЛТИМЕДИА ВА ЯНГИ ИННОВАЦИОН ТЕХНОЛОГИЯЛАРИНИНГ АҲАМИЯТИ

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Annotation: Using multimedia and new innovational technologies in the process of teaching language gives more opportunities for students. It increases the effectiveness of the lesson and of course, it helps to motivate the student for learning English.

Чет тилларни ўрганишга бўлган қизикиш ва зарурият ривожланиб бораётган бир даврда, юқори малакали қадрларни тайёрлашда, ўқитишнинг ҳозирги замон тизимлари, яъни мултимедиа ва янги педагогик технологиялари асосида амалга оширилиши мақсадга мувофиқдир. Дарҳақиқат, машғулотларнинг муваффақиятли ўтишининг 80 фоизи таълим жараёнини тўғри лойиҳалаштириш, ташкил этиш ва уни амалга оширишга боғликдир. Замонавий компьютер воситалари ва мултимедиа технологиялари таълим жараёнида дидактик материал тайёрлаш вазифасини анча енгиллаштиради. Компьютер билан дидактик материалларни уйғунликда қўллаш ўрганилаётган мавзуни талабалар томонидан ўзлаштиришда катта ёрдам беради.

Ўқув жараёнларини лойиҳалаштиришда, аввалambор таълим мақсади, таълим мазмуни ва моҳиятини, кутилаётган натижани тўғри белгилаш, таълим методлари, шакллари ва воситаларини тўғри танлаш, талабаларнинг билим, кўникма ва малакаларини баҳолашни аниқ мезонларини олдиндан ишлаб чиқиш, машғулотга ажратилган вақт ичида уларни тўғри йўналтириш ва бир-бири билан уйғунлашувига эътиборини қаратиш жуда муҳимдир.

Таълим жараёнида замонавий ахборот технологияларидан фойдаланган ҳолда дарсларни ташкил этиш учун керакли шарт-шароитлар ва техник воситалар мавжуд бўлиши даркор. Булар ахборот ресурслари ва махсус дастурий таъминотларни ўз ичига олади. Ахборот ресурсларига: шахсий компьютерлар, проектор, мультимедиа воситалари, принтер, нусха кўчирувчи қурилма ва бошқа ресурлар киради.

Ўқув жараёнини қизиқарли ташкил этиш, унда ишлатиладиган интер фаол услуб ва педагогик технологияларнинг самараси ўқув аудиторияларининг қай даражада жиҳозланганлигига боғлиқ. Шунинг учун ўқитиш технологияларидан дарсларда фойдаланиш, ўқув хоналарининг жиҳозларини махсус кўринишига олиб келиш, уларнинг керакли билим ва кўникмаларини олиш учун тил ўргатиладиган аудиторияларда махсус лингофон ускуналари, компьютер, мультимедиа ва проекторлардан унумли фойдаланиш, талабаларни хонада эркин харакат қилишлари, фикр билдиришлари, хамкорликда ишлашлари, якка ва кичик гуруҳлар бўлиб дарсда қатнашишлари ва ўзларини олган билимларини намойиш этишлари учун юқорида кўрсатилган шарт ва шароитлар талаб этилади.

Мултимедиа техгологиялари информатиканинг келажаги порлоқ ва ривожланаётган бир йўналишидир.Мултимедиа техгологиясининг энг асосий мақсадларидан қуйидагилар ўрин олган: товуш, видео, анимация ва бошқа визуал эффектлар билан таъминланган дастурий махсулотларни яратишдир.

Мултимедиа технологиясининг асосий афзалликлари ва хусусиятлари жуда кўпдир.

- Битта ахборот ташувчида катта ҳажмли турли маълумотни сақлаш имконияти ;
- 2000 ва ундан ҳам кўп юқори сифатли тасвирлар;
- 30-45 дақиқали видео ёзувлар;
- 7 соатга тенг товуш маълумотлари ;
- Экранда тасвирни ёки айрим бир бўлагини катталаштириш имконияти;

• Матнлар ёки турли кўргазмали маълумотларда керакли жойларни белгилаш ва у орқали бошқа тушунтирувчи белгилар бериш;
• Мусиқали ва аудио имкониятлари;
• Видеотасма ва фильм лавҳаларини тўхтатиш ва бошқа жуда кўплаб имкониятларни ўз ичига қамраб олган.

Бу эса тил ўрганаётган талабага ва таълим берадиган ўқитувчига юксак даражада қулайлик яратадики, бу ўз-ўзидан маълумки, тил муҳитини яратишда ва жаҳон стандартларига мос равишда даср беришда таълим самарадорлигини оширади.

Мултимедиа орқали интерактив методларни ташкил этиш дарснинг самарадорлигини албатта оширади ва талабанинг айнан шу тилга ва уни жиддийроқ ўзлаштиришга бўлган қизиқишини имкон қадар оширади. Интерактив методлар эса – бу жамоа бўлиб фикрлашдан иборат деб юритилади, яъни педагогик таъсир этиш усуллари бўлиб, таълим мазмунининг таркибий қисми ҳисобланади. Бу методларнинг ўзига хослиги шундаки, улар фақат педагог ва талабаларнинг биргаликда фаолият кўрсатиши орқали амалга оширилади.

Бундай педагогик ҳамкорлик жараёни ўзига хос хусусиятларга эга бўлиб, уларга қуйидагилар киради:

- талабанинг дарс давомида бефарқ бўлмасликка мустақил фикрлаш, ижод этиш ва изланишга мажбур этиши;
- талабаларни ўқув жараёнида билимга бўлган қизиқишларини доимий равишда бўлишини таъминлаши;
- талабанинг билимга бўлган қизиқишини мустақил равишда ҳар бир масалага ижодий ёндошган ҳолда кучайтириши;
- педагог ва талабанинг хамиша хамкорликдаги фаолиятини ташкилланиши.

Таълим жараёнида мултимедиа, интерактив методлар, инновацион технологиялар, педагогик ва ахборот технологияларини ўқув жараёнида қўллашга бўлган қизиқиш эътибор кундан-кунга кучайиб бормоқда, бундай бўлишининг сабабларидан бири, шу вақтгача анъанавий таълимда талабаларни фақат тайёр билимларни эгаллашга ўргатилган бўлса, замонавий технологияларда эса, уларни эгаллаётган билимларини қидириб топишларига, мустақил ўрганиб таҳлил қилишларига, ҳатто хулосаларни ўзлари келтириб чиқаришларига ўргатади. Педагог бу жараёнга шахснинг ривожланиши, шаклланиши, билим олиш ва тарбияланишига шароит яратади ва шу билан бир қаторда бошқарувчилик, йўналтирувчилик функциясини бажаради. Шунинг учун олий ўқув юртларнинг соҳага доир билим ва кўникмани беришда малакали кадрлар ва инновацион технологияларнинг ўрни ва роли бениҳоя каттадир. Бунда педагогик технология ва педагогик маҳоратга оид билим, тажриба ва интерактив методлар талабаларни билимли, етук малакага эга бўлишларини таъминлайди.

Бу борада шуни айтиш жоизки, замонавий ўқитувчи келажак бунёдкоридир. У янги педагогик технологиялар, назариялар, концепцияларининг муаллифи, ишлаб чикарувчиси, тадқиқотчиси, фойдаланувчиси ва тарғиботчисидир. Конфуцийнинг фикрича, ўзини камол топтира олмаган инсон, ўзгалар камолотини таъминлай олмайди. Низомий Ганжавий эса ўз асарларида ушбу мисраларни қолдирган: “Ҳамиша ярагил халқ хизматига, безак бўл оламу, одам зотига”. Буюк алломамиз Ибн Сино ҳам ўқитувчига қўйиладиган айрим талабларни ёзиб қолдирган.

• Талабалар билан мулоқотда жиддий ва имкон қадар босиқ бўлиш;
• Берилган билимни талабалар қай даражада ўзлаштирганига алохида этибор қаратиш лозим;
• Таълимни турли шаклларда олиб бориш;
• Талабаларнинг хотираси, билимларни эгаллаш қобилияти, шахсий янги очилмаган қирраларини билиш;
• Талабаларни фан, яъни тилга қизиқтира олиш;
• Талабаларга узатилаётган билимларнинг энг муҳимини ажратиб бериш;

• Билимларни талабаларга тушунарли ҳамда уларнинг ёши, ақлий даражасига мос равишда бериш;

• Ҳар бир сўзнинг талаба ҳиссиётини уйғотиш даражасида бўлишига эришиш.

Ушбу қарашлардан келиб чиққан ҳолда, айтиш мумкинки, неча асрлар олдин буюк алломаларимиз томонидан устоз шогирд, талаба ва ўқитувчи орасидаги талаблар келтирилганки, ҳозирги техника асрида, яъни замонавий технологиялар ривожланган бир пайтда таълим жараёнини замонавий дарс ўтиш методи мултимедиа ва янги педагогик технологиялар билан таълим тизимини шакллантириш мақсадга мувофиқ ҳисобланади.

Ахборот коммуникация технологиялари таълим жараёнида, талабанинг ривожланишида ўзгача бир туртки бўлади, десак муболаға бўлмайди, бунда идрок этиш, ҳиссий мотивизация жараёнида улар талабанинг характерига таъсир кўрсатади, бу вақтда таълим олувчини идрок этишга қизиқиши кучаяди. Ахборот коммуникация технологияларидан фойдаланиш таълим олувчининг ўқув жараёнида мустақил ишлаш, ўз-ўзини ўқитиш, ўз фаоллигини ошириш, ўзи мустақил қарор қабул қилиш кўникмаларини шакллантиради. Бунга қўшимча тарзда инновацион педагогик технологиялар ва интерактив методлар таълим жараёнини фаоллаштиради ва талабани фанга бўлган қизиқиш имконини беради. Демак, баркамол авлод ва етук мутахассисларни тарбиялашда мултимедиа ва инновацион технологиялар ва ахборот коммуникация технологиялари муҳим омил бўлиб ҳисобланади.

Бундан 3500 йил муқаддам Конфуций “Эшитганимни ёдимдан чиқараман, кўрганимни эслаб қоламан, мустақил бажарсам тушуниб етаман”, деган экан. Таълимда информацион ҳамда педагогик технологияларни қўллаганда,етарли даражада билим берилганда, ўқувчи эшитиш, кўриш, кўрганлари асосида мустақил фикрлаш ва шу олинган билимларни қўллаб, чет тилида гапира олиш имкониятига эга бўладилар. Бу шундан далолат берадики, ўқитишнинг янги педагогик технолигиялари қаторига мултимедия ва компьютер технологиясини киритиш ҳозирги янги замон таълим тизимининг энг долзарб масаласига аллақачон айлангандир.

Хулоса килиб айтиш жоизки, таълим жараёнида мултимедиа, педагогик ҳамда информацион технологиялар билан дарсни лойихалаштириш, ўқувчининг дарсга бўлган қизиқишини уйғотади ва унинг қай даражада самарали эканлигидан ўзи хулоса чиқаради ва унинг кўриш, эшитиш ва кўрганлари асосида ўз фикрини мустақил равишда баён этиш, қолаверса, берилган ахборотни танқидий фикрлашга ва уни анализ қилиш қобилиятини оширади.

Фойдаланилган адабиётлар:

1.Азизхужаева Н.Н. Ўқитувчи тайѐрлашнинг педагогик технологияси

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4.John Barell. Developing More Curious Minds (2008)

THE IMPORTANCE OF LEARNING ENGLISH THROUGH THE PROGRAM

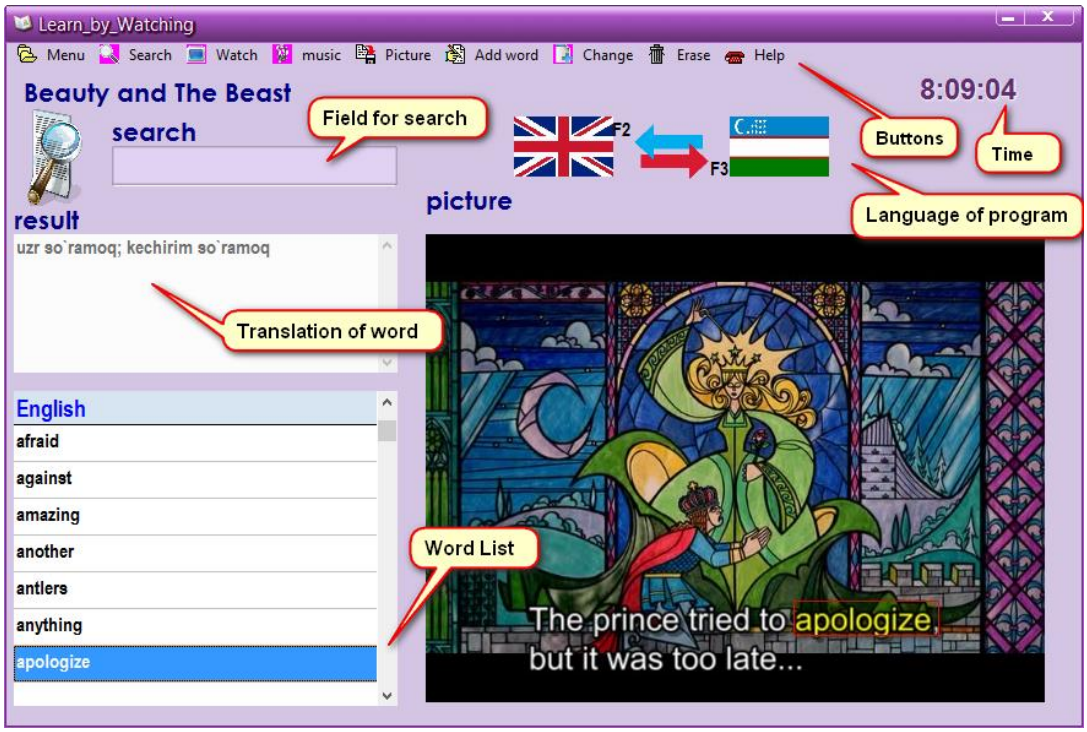
Shukurova Zilola Fazlidinovna
Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, assistant

Annotation: This article is devoted to the following program which is very useful tool for improving the students' vocabulary, increase their listening skills and open the inner capability for learning English through the program according to the cartoon.

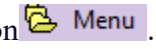
Nowadays, English is developed language and everybody is trying to learn English. In learning English people use different methods: listening, speaking, writing and listening. Teachers of this sphere thought about that how they can teach English easier and faster. Everybody knows that people can remember information what they saw better than heard. For this purpose, the experts decided to create this program which will teach English learners not only by reading, learning by heart the vocabulary, translating and listening but also by watching the cartoons. The following project is called "Learn by watching". This project mixes listening, watching and reading.

Every person likes to watch cartoons from his childhood. There are a lot of cartoons in the world. One of them is "Beauty and The Beast" produced by company of Walt Disney. Everyone watched this cartoon so many times. Most people watched it in Uzbek and know by heart its dialogs, words and heroes of this cartoon are familiar to everyone. This project is prepared exactly with this cartoon.

Let's see it step by step. It is the main page of the program.

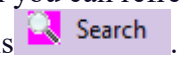


There are functional buttons, word list, picture, flags which describes the language. In this program you can find words and pictures according to this cartoon. Every word is taken from subtitle in the movie. The word is isolated from others with yellow background.

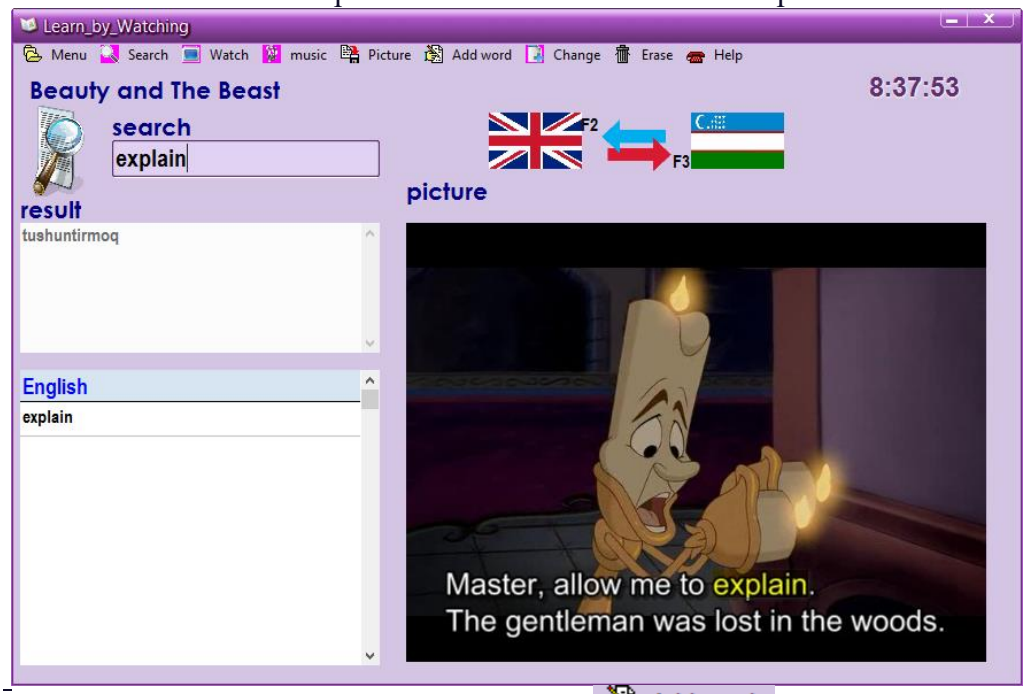
It's given the information about function of buttons. The first is button 

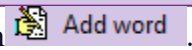
.

By this button you can refresh window or close program.

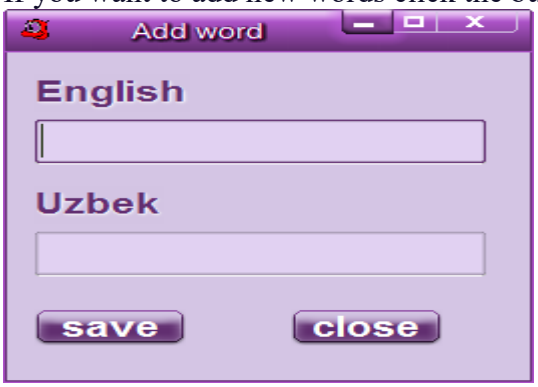
Next button is 

. Click this button and search word what you want. It can find translation of searched word and picture in this condition. For example: search the word explain.



If you want to add new words click the button 

. Then will appear this window



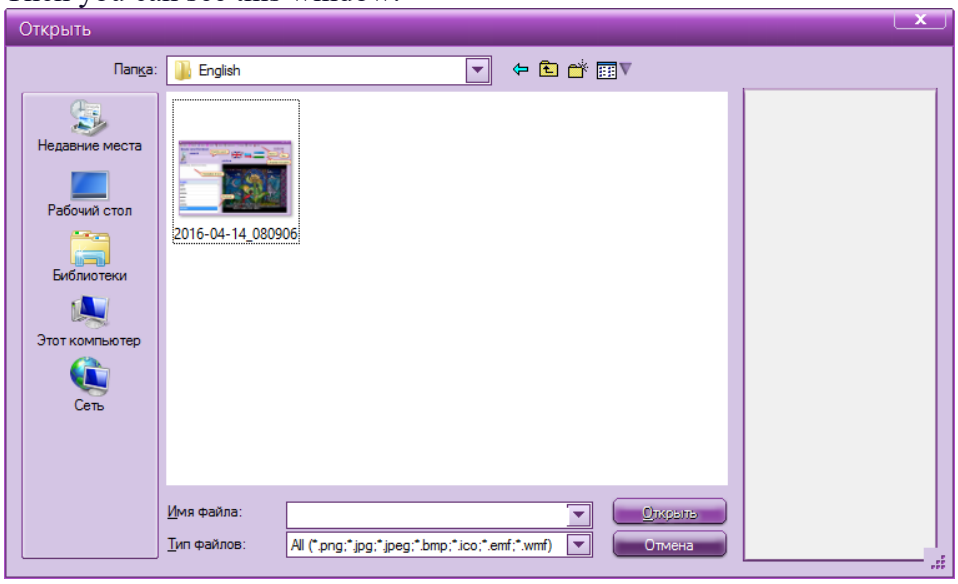
Write new word and it's translation and click

or to cancel action click

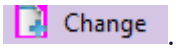
. The new word will be added to the word list.

To add picture matching word click picture

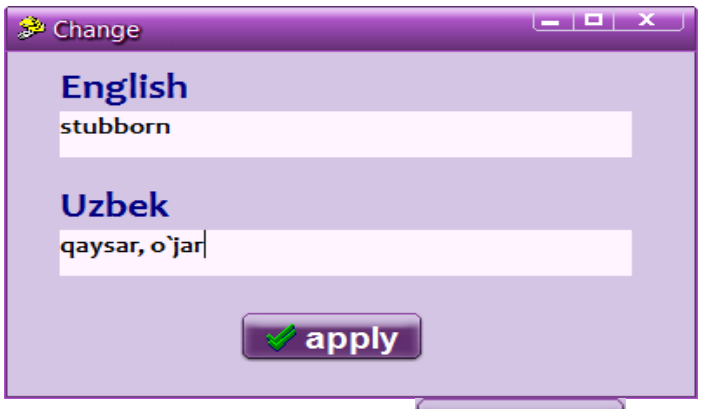
Then you can see this window.



Find needed picture and choose it. It will be added to program.

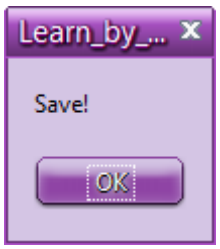
To change word list click 

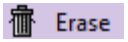
.



Edit word and translation, click

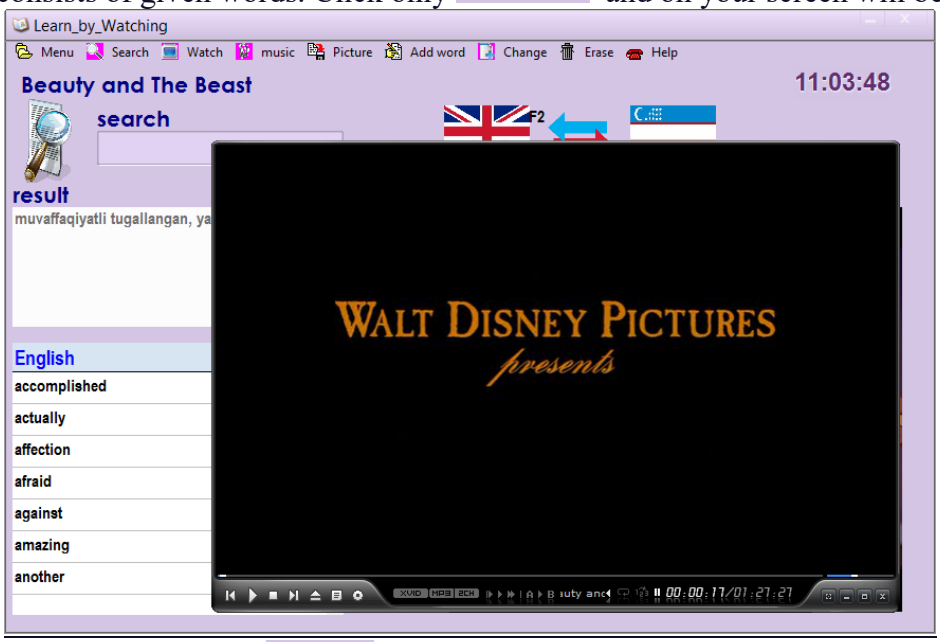
. Changes will be saved.



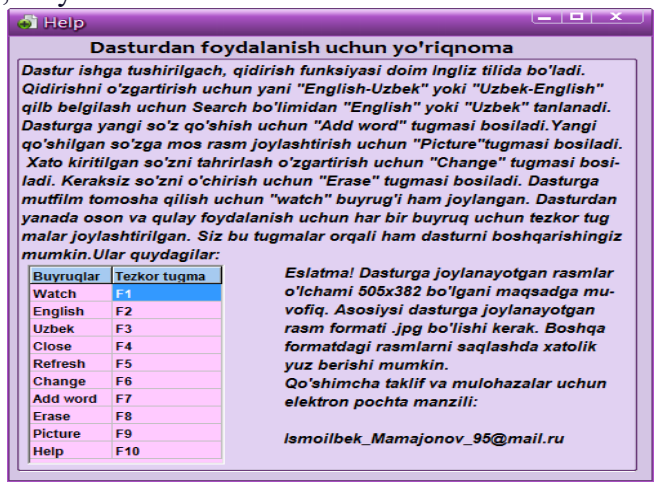
For deleting unnecessary word click 

and the word will be deleted.

After finding word, knowing its translation, need to use it in sentences. If you want to know how the words are used in the context and the meaning in dialogs you can watch video with subtitle which consists of given words. Click only Watch and on your screen will be began cartoon.



There is also button Help. This button gives the learners the information about grogram and its author. You can find instruction for using it. If learners have any ideas or comments about the project, they can contact with them.



So, this created a new project or something unusual one which is very comfortable for English learners which will assists to increase their potential to English language. They tried to make original project which will be available and useful to all English learners and of course, it doesn't matter the learners' age.

References:

1. Kris Amerikos" how speak English fluently"2018
2. Leinelie Lee "Working with English learners"
3. www.ebook3000.com
4. www.worldenglishinstitute.org

Секция 3. Современные подходы к формированию межкультурных и коммуникативных компетенций студентов нефилологического образования.

ТИЛ КОРПУСИНИ РИВОЖЛАНТИРИШДА СТИЛИСТИК СИНОНИМЛАРНИ АХАМИЯТИ

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Abstract. The article explores stylistic synonyms and their linguistic features. The analysis of the role and importance of stylistic hierarchy and stylistic synonyms in the future development of corpus linguistics is presented.

Синонимлар – бу экстралингвистик ва лингвистик воқелик таъсирида бир хил объектни ҳар томонлама номловчи, коммуникатив-прагматик вазифани бажарувчи ва бирор сўзни бошқа сўз билан алмаштиришга тизимли муносабатда бўлувчи тил бирликларидир.

Илмий адабиётлардаги турли қарашларни ўрганиш жараёнида биз қуйидаги мезонларга эътиборимизни қаратдик: синонимлар тўлиқ ёки қисман бўлиши, бирикма ҳосил қилиши бўйича ўхшаш ва фарқ қилувчи, таркибий нуқтаи назардан бир хил компонентга эга бўлиши (семантик дублет) ёки турлича бўлиши, бир услуб ёки бир неча услуб доирасида қўлланиши, турли тиллардан ўзлашган сўзлар ҳисобига пайдо бўлиши мумкин. Синонимия универсал тил ҳодисаси ҳисобланади, лекин у ҳар бир тилда ўзига хослиги билан фарқ қилади. Синонимларнинг турларга ажратилиши бежиз эмас, чунки улар тузилиши, семантикаси жиҳатидан фарқ қилади. Синонимларнинг структураси ва семантикасида фарқ бўлишига қарамай, улар ҳамма тилда деярли бир хил вазифани бажаради. Илмий адабиётларда кўрсатилишича, синонимларнинг асосий вазифалари қуйидагилардан иборат:

1. Аниқлаштириш – бунда синонимлар тўлиқ бўлмаган фикрни тўлдиради ҳамда сўз маъносининг янги томонларини очиб беради: У гўштни еди, аниқроғи, ғажиди. (He ate the meat, to be exact he gnawed it.)

2. Ўрнини алмаштириш – матнларда синоним сўзларнинг маънолари хиралашиш сабабли ишлатилади, бу, ўз навбатида, бир хил сўзларни такрорлашга йўл қўймайди: У хатога йўл қўйди, лекин унинг айби билинмади. (He made a mistake, but hs falt was not noticed.)

3. Эвфемизация – реалиялар маъносини атайлаб ифодаламаслик: Афсус, шундай инсонни йўқотдик (яъни ўлди). (Unfortunately, we have lost such a person) (he died).

4. Таққослаш – синоним сўзлар орасидаги нозик маъновий фарқни кўрсатади: У болаликда муҳтожликни эмас, камбағалликни билган. (He didn't feel neediness, but – powerty in his childhood.)

Тадқиқотимизда қўлланилаётган энг муҳим тушунча стилистик синонимия ҳисобланади, бу бирикма ўз ичига иккита термин ёки тушунчани олиши мумкин.

Стилистика фанининг ривожланиши ундаги мавжуд ҳодисаларни илмий жиҳатдан чуқурроқ ўрганиш зарурлигидан далолат беради. У умумий тилшунослик фанининг мураккаб соҳаларидан бири ҳисобланади. Хусусан, лексик стилистиканинг объекти ҳисобланган стилистик синонимлар инглиз ва ўзбек тиллари мисолида ҳали етарлича тадқиқ этилмаган. Стилистика соҳасига доир адабиётларда стилистик синонимлар ҳақида жуда кам маълумот берилган.

Ҳозирги инглиз тилида аксарият синонимлар стилистик қатламларга бўлинган бўлиб, улар сўз маъноларини фарқлашга хизмат қилади. Синонимлар турли сўз туркумига мансуб бўлиш билан бир қаторда, улар оғзаки, нейтрал ва адабий қатламларга оид сўзларга бўлинади.

Стилистик синонимларнинг бир-биридан фарқи улар фаол қўлланиладиган бадиий услубда яққол кўринади. Чунки бадиий услубда қўлланилаётган сўз муайян вазифани бажаришга йўналтирилган бўлади. Бадиий матнда қўлланилган кўчма маъноли сўзлар, экспрессив маънога эга бўлган, такрор қўлланган сўзлар, жумладан, стилистик синонимлар услубий маънога эга бўлиб, муаллиф мақсадидан келиб чиққан ҳолда лингвостилистик вазифа бажаради. Мисол сифатида қуйидаги шеър парчани тахлил қилиб чиқамиз:

Бошинг эгиб, таъзим айла, шукрона айт,
Сени гулдек эркалаган чаман учун.
Осмонларда юрган бўлсанг, тупроққа қайт,
Айтгил, дўстим, нима қилдик Ватан учун? [Иқбол Мирзо, 2015: 4]

Замондошимиз, машҳур ва истеъдодли шоир – Иқбол Мирзонинг иккита шеърий парчасига эътиборимизни қаратамиз. Биринчи шеърнинг биринчи мисраси Бошинг эгиб, таъзим айла синоним сўзларининг қўлланишидан бошланган. Мазкур синоним сўзларнинг биринчиси қатлам нуқтаи назаридан нейтрал, иккинчиси эса адабий ҳисобланади. Шеърда бу икки синоним сўз фикрни кучайтириш баробарида шеърнинг жарангдор бўлишига ҳам хизмат қилган. Буйруқ оҳангидан бошланган гап шукрона айт жумласи билан якунланган. Бу ўринда Ватанингни сев, ҳар бир ўтган кунингга шукур қилиб, Ватанинга таъзим қил деган фикрни алоҳида таъкидлаш учун стилистик маънога эга бўлган синонимлар қўлланган.

Стилистик синонимларни илмий ўрганиш келажакда корпус лингвистикасини ривожлантиришга (корпус лингвистикаси – тилшуносликнинг матн корпусларини яратиш ва фойдаланиш ҳақидаги бир бўлимидир. Тил корпуси муайян меъёрларга мувофиқ тўпланган, муайян стандартга мос тарзда ҳамда махсус қидирув тизими билан таъминланган матнлар тўпламидир. Баъзан “корпус” умумий белгилар (тил, жанр, муаллиф, матн яратиш даврлари) билан бирлашган матнлар деб аталади) муайян даражада ўз ҳиссасини қўшади. Маълумки, инглиз тилининг бир қатор корпуслари мавжуд. Улардан энг кенг тарқалганлари: Corpus of Contemporary American English, The Bank of English, The American National Corpus, The British National Corpus, Time Magazine Corpus.

“British National Corpus” XX асрнинг 1980-1990 йилларида яратилган, умумий ҳажми 100 млн. Британия матнлардаги сўзлардан иборат ёпиқ маълумотлар базасидан ташкил топган. “Corpus of Contemporary American English”нинг эса маълумотлар базаси очиқ (яъни ҳозирги вақтгача маълумотлар билан тўлдирилаётган) ҳамда ҳажми 534 млн. сўзни ташкил этади.

Корпусдан фойдаланиш сўзнинг қўлланилишида фаоллик даражасини ҳамда фоизини аниқлашга ёрдам беради. Шунингдек, корпусда бизни қизиқтирган лексема ҳамда сўз бирикмалари препозиция ва постпозицияларининг ҳам фаоллиги ҳақидаги маълумотларни кўришимиз мумкин.

Стилистик синонимларни илмий ўрганиш изоҳли луғатларни тузишда асқотади, таржима таҳлилини объектив ўтказиш имконини беради.

Стилистик синонимларни универсал тил ҳодисаси деб аташга бир қатор асослар мавжуд. Стилистик синонимлар жаҳоннинг барча тилларига хос. Стилистик синонимлар универсал характерга эга бўлишига қарамай, уларни таржима қилиш жараёнида муайян муаммолар юзага келади. Лингвистик типология қонуниятлари асосида улар универсалия ҳисобланса-да, ўзига хос хусусиятга ҳам эга.

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РОЛЬ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В ОБУЧЕНИИ ЧТЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Resume. The following article is devoted to one of the main problems of modern pedagogy – the role of intercultural competence in teaching reading in English, where the author gives the types and varieties of graphic material and their application in mastering the text on the specialty in the classroom in English.

Во все времена знание иностранных языков придавало человеку интеллигенцию, знатность и статус в обществе. В нашей стране языку уделяется особое значение. Так, 10 декабря 2012 года было принято Постановление Президента Республики Узбекистан “О мерах по дальнейшему совершенствованию системы изучения иностранных языков”, где говорится о том, что “… анализ действующей системы организации изучения иностранных языков показывает, что образовательные стандарты, учебные программы и учебники не в полной мере соответствуют современным требованиям, особенно в части использования передовых информационных и медиа-технологий”), дает нам суждение о том, что система обучения иностранным языкам не дало ожидаемых результатов и не оправдало свои надежды. Этим постановлением подтверждается важность “создания комплексной системы обучения иностранным языкам, направленная на формирование гармонично развитого, высокообразованного, современно мыслящего подрастающего поколения, дальнейшую интеграцию республики в мировое сообщество”. [1]

Язык является важнейшим средством не только общения, без которого невозможно представить существование или развитие человеческого общества, но и межкультурной компетенцией, где обучающийся вместе с иностранным языком осваивает не только языковые навыки, но и воспринимает информацию о культуре и жизни той страны, язык которой он изучает. Благодаря языку люди разных стран общаются между собой, ведут межгосударственные деловые отношения. И, несомненно, большую роль в этом играет межкультурная компетенция.

Язык хорошо знали только единицы. Но времена меняются. Сейчас нас меньше пугает эта проблема, если знать правильный подход методике обучения ИЯ.

В виду того, что позиции английского языка в мире как лидирующего средства международного общения всё более и более усиливаются, и не наблюдается никаких

невесомых тенденций к остановке или замедлению данного процесса, проблема создания эффективной методики преподавания английского языка представляется крайне важной.

Современному преподавателю ИЯ приходится сталкиваться на занятиях с целым рядом трудностей. Приходится проводить урок в «неблагоприятных условиях», где кабинет лишён элементарного оборудования, учащиеся слабо и неравномерно подготовлены, да и сам учитель недостаточно хорошо говорит на ИЯ. Подобные проблемы существовали и ранее, не только в нашей стране.

Большое внимание разработке рекомендаций учителям, работающим в неблагоприятных условиях, уделил известный английский учёный – педагог Майкл Уэст. Он известен в нашей стране как создатель рациональной системы по обучению чтению, включающей учебники и учебные пособия для учащихся, и чётко разработанную методику обучения этому виду речевой деятельности, предназначенную для преподавателя. Как отмечает М. Уэст, неблагоприятные условия неизбежно порождают способы обучения, которые легче всего применять в таких условиях, но которые не являются достаточно эффективными [2].

Существует множество аспектов изучения ИЯ: грамматика, говорение, аудирование, письмо и чтение, а также приёмов его обучения.

Для развития речевой деятельности большую роль играет чтение. С его помощью обучающийся приобщается к научным и культурным достижениям человечества, знакомится с искусством, историей и жизнью других народов.

Также процесс чтения оказывает огромное влияние на формирование личности. С помощью чтения обогащается пассивный и активный запас слов у учащихся, формируются грамматические навыки.

Обучение чтению – одна из проблем методики преподавания. Всегда большое внимание уделялось проблеме формирования навыков чтения. Перед преподавателем ставятся задачи научить учащихся читать тексты, понимать и осмысливать их содержание.

В процессе обучения ИЯ чтение, как и устная речь, вступает в качестве цели и средства. В первом случае обучающиеся должны овладеть чтением как источником получения информации, а во втором – пользоваться чтением для лучшего усвоения языкового речевого материала.

Обучающийся может самостоятельно удовлетвориться чтением для получения информации, поскольку для этого ему не потребуется собеседник, ни слушатель, а нужна лишь книга или графический материал.

Овладение умением читать на ИЯ, в том числе и на английском языке, делает реальным и возможным достижением воспитательных, образовательных и развивающих целей изучения данного предмета.

В течении последних лет в учебных программах в качестве цели обучения выдвигается развитие у учащихся читать тексты с разным уровнем понимания содержащейся в них информации. И лишь в последние годы в конкретизации целей отмечается всё более ярко выраженная их прагматическая составляющая, ориентирующая на реальное опосредованное и межкультурное общение.

Обучение ИЯ сегодня рассматривается как обучение коммуникативной деятельности. Роль чтения в процессе изучения ИЯ трудно переоценить, поскольку владение этим видом

речевой деятельности обеспечивает возможность для самостоятельного совершенствования знаний после ВУЗа.

Самостоятельная работа при обучении информативному чтению специальных текстов позволяет удовлетворить потребность значимой, ценной, а не всей информации текста. Определив для себя ценность текстового материала, обучающийся приступает к самостоятельному информативному чтению.

Таким образом, теория «двуязычия» английского педагога М.Уэст, разработанная для развивающихся стран и предполагающая владение родным языком как средством коммуникаций в быту и владение вторым языком как средством получения информации о мировых достижениях в области науки и культуры, у нас проявляется в полной мере. Что же касается недостаточного оборудования кабинетов иностранного языка, переполненных классов, недостатка высококвалифицированных учителей иностранного языка в учебных заведениях, то эти факторы у нас, к сожалению, все еще достаточно широко распространены.

Обучение чтению должно представлять собой обучение речевой деятельности. Соблюдение этого положения очень важно, так как оно не только создает правильную ориентацию студентов, но и способствует более быстрому формированию необходимых умений на иностранном языке. Возможности чтения как средства обучения часто приводят к тому, что на практике оно и используется преимущественно в этой функции: тексты предназначаются для ознакомления с новым языковым материалом, для пересказов близко к тексту и т.д.

Особенность современного подхода к чтению состоит в том, что оно рассматривается, прежде всего, как источник информации, а не как прием обучения, обеспечивающий усвоение языкового материала.

Обучения чтению должно строиться как познавательный процесс. Спецификой чтения как речевой деятельности является то, что оно используется при решении задач познавательного плана. Будучи всегда направленным, на получение информации, оно само может быть охарактеризовано как познавательная деятельность. В связи с этим особое значение приобретает содержание текстов для чтения. Оно фактически предопределяет, будут ли студенты относиться к чтению на иностранном языке как к способу получения информации не только с лексической стороны, но и со стороны межкультурной компетенции. Поэтому все тексты должны представлять для них определенный интерес, содержательными и быть для них значимыми.

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CURRECT ISSUES OF ENSURING THE INTEGRATION OF YOUTH EDUCATION

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One of the urgent problems of today is to educate our future staff not only in accordance with the requirements of our country, but also the world. Spiritual and enlightenment events held in educational institutions are effective in the formation of our students as mature specialists in their field, a well-rounded person, the further development of their moral qualities.

After gaining independence, the Republic of Uzbekistan is on the path of a qualitative renewal of all spheres of life, building a secular democratic state and civil society based on a market economy. Achieving these great goals requires mobilizing the efforts of all members of society, especially young people, who make up more than half of the republic's population. However, this process does not happen by itself. Society has never been indifferent to how young people are formed. A special place in the policy of our country belongs to the fact that society relies on high spirituality, the formation of an enlightened person. The first task of the third millennium is to strengthen in the minds of young people strong spiritual concepts, humane and democratic values, to know their historical roots, to restore national traditions.

President Sh.M.Mirziyoyev: “In modern conditions, the quality and standard of living of the population is a key indicator of the competitiveness of the state, and the role of education is an important factor in progress. Without innovative development, broad scientific and technical cooperation and the introduction of new technologies, without scientific and technical achievements, socio-economic progress is unimaginable, it is necessary to intensify scientific and technical exchange and conduct mutual research in various fields of science”.

In the rapidly evolving era of science and technology, we must create all-round conditions for our youth to implement innovative ideas in the development of education. In this regard, parents should also have a clear idea of the environment in which students of higher education institutions work.

Currently, when our country has entered a new stage of development, large-scale changes are being carried out in all areas based on the Action Strategy of the Republic of Uzbekistan in five priority areas of development for 2017-2021. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, “... the success of the reforms, the worthy place of our country among the developed, modern countries of the world are connected, first of all, with the development of science and education, our competitiveness in this world."[1].

It is true that along with educational institutions, parents are also responsible for shaping the spirituality of youth. In today's work with young people, the process of democratization and modernization of modern renewal also confirms the need to work in social partnership with civil institutions, taking into account national and spiritual values. Although research on the formation of the spirituality of young people has been widely studied, little has been done to analyze the specifics of its interaction between family and educational institutions in higher education. It can be noted that the analysis of the scientific and theoretical foundations for improving the interaction of the family and educational institutions is today one of the most pressing problems.

[1] Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг мамлакат ўқитувчи ва мураббийларига байрам табриги// “Халқ сўзи” газетаси, 2017 йил 30 сентябрь.

Thus, the Decree No. PF-4947 of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan", the Decree of July 5, 2017 "On increasing the effectiveness of state youth policy and supporting the activities of the Youth Union of Uzbekistan", 2017 Resolutions PQ-3160 of July 28, 2013 "On increasing the effectiveness of spiritual and educational work and raising the development of the industry to a new level" and other normative legal acts serve as a basis for the reform of spiritual and educational work.

When we say youth spirituality, we mean our students who are studying at the university with an inner spirit, intelligence, self-control and understanding, a heart full of goodness and good intentions, who can consciously be active in achieving new goals. Higher education institutions not only provide education, but also carry out educational work.

Education is a didactic activity carried out by the teacher and learners in order to ensure the development of the individual by raising the level of enlightenment and upbringing.

Upbringing is a concept that serves the transmission of intergenerational socio-historical and life experience, the process of formation and development of a physically healthy, spiritually mature person under the influence of family, educational institutions, social, political and other organizations, the media and others.[2].

The wise ancient Chinese philosopher Confucius, who had a positive influence on the morality of students with his wise ideas, encourages everyone to love science on the principle of humanity (jen), one of the pillars of society's code of ethics. Confucius worked tirelessly on himself and demanded that others repeat what they had learned. "Isn't it a pleasure to repeat it often when you have learned it?" Isn't that the essence of joy when your friend comes from a long way away? Isn't he a noble man who was never forced by the misunderstandings of others? It states: To love humanity and not to love knowledge is ignorance; To love wisdom, and not to love knowledge, is to spend one's life in small things; To love truth, and not to love knowledge, is to harm oneself; To love righteousness, and not to love knowledge, leads to rudeness; To love courage, and not to love knowledge, leads to rebellion; Loving perseverance — not loving knowledge — leads to confusion.[3].

If upbringing shapes morality, knowledge empowers thinking. These are combined with desire, aspiration and courage, which in harmony lead a person to perfection.

The "Program of additional measures for the implementation of state youth policy in the system of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan in 2019" approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the Youth Union of Uzbekistan issues are identified. Also, the 12th video conference of the President of the Republic of Uzbekistan Sh.M.Mirziyoev on March 19, 2019 "On the implementation of 5 important initiatives to increase interest in culture, art, sports, information technology, reading in the effective organization of work with youth." In order to ensure the implementation of the resolution, social actions are being held in all regions of the country to increase the interest of people, especially young people, in reading, and a number of practical measures are being taken to raise the morale of young people. Such tasks should be performed not only by representatives of the state, society or organization, but also by families and parents. The main prelude of all practical work is the formation of the spirituality of young people, the enlightenment of their future, the development of society, the potential of the younger generation based on knowledge and skills. The only way to achieve this is through science. It is a fact that there is no salvation other than

[2] Маънавият: асосий тушунчалар изоҳли луғати. – Т.: Ғафур Ғулом номидаги нашриёт-матбаа ижодий уйи,2009. – 526-527-бетлар.

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science, which has been proven not only in the past but also today. Therefore, the role of the family in the upbringing of children at all times has been proved and substantiated.

Since the child received his or her initial upbringing in the family, the family is the primary place where children are interested in books. There are families where parents and children read books together and discuss their impressions. In this way, the children brought up in this family develop the ability to think, the pursuit of specific goals, social activism. However, there are families whose members are not interested in reading. Most of the children brought up in such families have low levels and low level of activity. If we go deeper into this issue, it is necessary to raise the spiritual potential of our mothers and daughters in the formation of the spirituality of young people. It is true that when the spiritual world of mothers is rich, the world of our children will grow up to be the children we marry and dream of. Therefore, it is necessary to pay special attention to such issues in preparing our girls for marriage. As long as our mothers are not interested in reading books, their children will be less interested in this process. We still remember the days when we were young, when our grandmothers and mothers encouraged us to rest with the gods, when we grew up listening to fairy tales, when we took them into the world of books. Even today, our love for books is unique. It is clear that in educating young people, we must start with families in the first place.

Thus, it is possible to rationally organize the cooperation of the family, community, educational institutions, to positively address educational and pedagogical issues.

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ПРОФЕССИОНАЛЬНЫЕ КОМПЕТЕНЦИИ СТУДЕНТОВ НЕЯЗЫКОВОГО ВУЗА И ВОЗМОЖНОСТИ ИХ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Annotation: The study of foreign language teaching of students of IT-areas of training as a means of forming their professional competencies is considered. A competence model of a university graduate is presented, including the classification of key competencies, the formation of which characterizes the effectiveness of training at a university. An algorithm for developing the content of teaching a foreign language is presented, the choice of didactic tools is substantiated, including information technologies as a means of teaching and as a means of organizing training; the organizational and pedagogical conditions for the formation of professional competencies of IT students in the process of teaching a foreign language are indicated.

Социально-экономические и политические изменения, происходящие в Узбекистане, предъявляют новые требования к содержанию образовательной деятельности вуза. Качество подготовки специалистов на современном этапе развития высшего профессионального образования оценивается через такие показатели, как компетентность, самостоятельность, готовность к принятию решений в ситуациях альтернативного выбора, умение адаптироваться в быстро меняющихся политических, социальных и производственных условиях, наличие мотивации к непрерывному образованию и профессиональному росту. В связи с этим содержание и технологии вузовского образования ориентированы на определение и формирование совокупности специальных знаний, умений и опыта деятельности, набор общекультурных и профессиональных компетенций, овладение которыми в целом характеризует компетентность будущего специалиста [1]. В блок общекультурных компетенций, как правило, входят универсальные организационные умения, определяющие готовность и способность выпускников адаптироваться в изменяющихся социально-экономических и политических условиях жизни. В блок профессиональных компетенций входят свойства субъекта, характеризующие его способность к овладению определенным объемом профессиональных знаний и умению применять их на практике. Очевидно, что обозначенные способности выступают в качестве основополагающих и подразумевают определенную детализацию и спецификацию, которая напрямую зависит от рода профессиональной деятельности специалистов. В связи с этим для системы высшего профессионального образования становится важным не только определение модели и набора компетенций, актуальных для каждого конкретного направления, но и определение отдельных организационно-педагогических условий, способы их формирования и использования при обучении различным дисциплинам, входящим в основную образовательную программу. При разработке новых профессиональных компетенций, как правило, определяется на основе моделей компетенций, разрабатываемых отраслевыми производственными компаниями. Модель компетенций необходима в качестве эффективного инструмента управления персоналом на всех этапах кадровой работы, от найма до увольнения. Она является ключевым элементом системы управления эффективностью работы сотрудников, поскольку задает и транслирует требования к персоналу [2]. В разработке таких моделей обычно участвуют эксперты компаний той профессиональной сферы деятельности, для которой данные компетенции разрабатываются. Для этого экспертам необходимо получить информацию о содержании работы, составить описание профессиональной деятельности, описать личностные качества, необходимые для эффективного исполнения должностных обязанностей, а также обозначить квалификационные уровни. Из вышеперечисленных

позиций складываются общекультурные (универсальные, организационные) и профессиональные (технические) компетенции, на формирование которых должны быть ориентированы цели обучения той или иной дисциплине в вузе. Однако при этом стоит понимать, что формирование компетенций в полном объеме не является собственно задачей вуза, поскольку образование призвано реализовывать социальный заказ на минимальную подготовленность специалистов для работы в сфере профессиональной деятельности. В рамках системы высшего профессионального образования у студентов может быть сформирован определенный уровень готовности (способности) к формированию и развитию компетенций, в состав которых входят знания, умения, навыки, личностные качества и мотивация [3]. Итак, компетентностная модель подготовки специалиста в вузе содержит следующую классификацию компетенций, процесс формирования и развития которых происходит при обучении различным дисциплинам, что делает эти компетенции метапредметными элементами содержания образования. Рассмотрим сущность и функции представленных групп компетенций. Общенаучные компетенции представляют собой сочетание понимания, отношения, знания, позволяющее осознавать, как различные факторы соотносятся друг с другом, оценивать роль отдельных компонентов в системе, планировать изменения в системе и конструировать новые системы. Инструментальные компетенции включают когнитивные способности: умения понимать и использовать идеи и умозаключения, управлять окружающей средой, организовывать время, выстраивать стратегии обучения, принимать решения и разрешать проблемы; навыки работы с компьютером и управления информацией (способность извлекать и использовать информацию из различных источников), а также языковые навыки и коммуникативные умения. Межличностные компетенции подразумевают умения осознано выражать и мотивировать свое отношение к чему-либо, способность к критическому мышлению и самокритике, а также включают социальные навыки, связанные с процессом социального взаимодействия и сотрудничества, умение работать в группе, принимать на себя социальные и этические обязательства. Профессиональные компетенции включают способности студентов выполнять работу, виды заданий, связанные непосредственно с их будущей профессиональной деятельностью и в соответствии с квалификационными требованиями реально существующих производственных должностей. Компетентностная модель выпускника как уже было сказано, процесс формирования компетенций требует определенных организационно-педагогических условий, подразумевающих создание квазипрофессиональных ситуаций, которые могут быть реализованы как в специальных учебных средах, так и в режиме аудиторной и самостоятельной работы студентов. Под созданием квазипрофессиональных ситуаций понимается процесс моделирования ситуаций реального профессионального общения, имитации технологических, производственных, коммуникативных процессов, возможных проблемных ситуаций профессионально ориентированного характера, требующих самостоятельного изучения и анализа текущей проблемы. Примечателен тот факт, что формирование профессиональных компетенций в вузе, как правило, рассматривается в контексте обучения специальным дисциплинам. Прежде всего это объясняется тем, что термин «профессиональная компетенция» подразумевает принадлежность к профессии и, следовательно, к тем профессиональным знаниям, умениям, навыкам и производственному опыту, которые обеспечивают успешное профессиональное функционирование. Однако если исходить из того, что процесс формирования профессиональных компетенций студентов основывается на интеграции общепрофессиональных и специальных дисциплин, то интересно будет проанализировать возможности их формирования в процессе изучения дисциплин социально-гуманитарного и общепрофессионального цикла, в частности учебной дисциплины «Иностранный язык». Обучение иностранному языку с учетом направления подготовки студентов можно считать приоритетным направлением в обновлении инженерного российского образования. Приходит понимание, что специфика профессионально

ориентированного языкового образования заключается в том, что язык является не только предметом и объектом изучения, но и средством обучения, т.е. инструментом получения дополнительных специальных знаний. Очевидно, что дисциплина, относящаяся к циклу общегуманитарных и социально-экономических, каковой является дисциплина «Иностранный язык», не может априори охватить значительный спектр профессиональных компетенций и повлиять на их формирование и развитие в полной мере. По своим целевым установкам она полностью соответствует только лишь одной компетенции, которая определяет требование образовательного стандарта в том, что выпускник должен «иметь способность к письменной, устной и электронной коммуникации на государственном языке и иметь необходимые знания иностранного языка (хороший английский язык)» [4]. Однако, учитывая профессиональную направленность обучения, предположим, что при определенных условиях языковое образование способно воздействовать на эффективность формирования отдельных профессиональных компетенций студентов неязыкового вуза. К таким компетенциям относятся: умение логически верно и ясно строить устную и письменную речь, владение одним из иностранных языков, способность осуществлять сбор и анализ научно-технической информации в области профессиональной деятельности, способность решать коммуникативные задачи в рамках профессионального общения. Так как в содержательном плане профессиональная компетенция детерминируется профессиональной деятельностью, то и взаимосвязь формирования профессиональных компетенций с возможностями обучения иностранному языку целесообразно рассматривать относительно конкретного направления подготовки студентов. Рассмотрим образовательные направления в области информационных технологий (далее IT-направления, IT-студенты). Профессиональная область IT-студентов в значительной мере отличается от других инженерных областей тем, что иностранный язык здесь является истинным инструментом профессионального общения. В качестве доказательства приведем следующие факторы: – работа с нелокализованными программными продуктами; – изучение стандартов ISO в области цифровых и информационных технологий, мобильной связи, мультимедийных средств, сетевых и проводных технологий, коммуникаций наряду с промышленными; – необходимость чтения специальной литературы в оригинале; – необходимость изучения терминологического аппарата; возможность с помощью Интернета работать free-lance (сотрудничество на договорной основе сразу с рядом компаний из разных стран); – участие в сообществах разработчиков программных продуктов; – возможность получения международных квалификационных сертификатов, например Microsoft Softline Academy. Следовательно, для успешной реализации обозначенных производственных и личностных потребностей необходимо, чтобы содержание обучения, в том числе и иностранному языку, включало универсальную подготовку студентов, которая бы являлась теоретикопрактической базой для успешного выполнения таких видов профессиональной деятельности в дальнейшей производственной практике. Для этого определим перечень способностей (умений), овладение которыми характеризует готовность студентов осуществлять профессиональную деятельность. Примем за основу приведенные выше факторы, указывающие на актуальность изучения иностранного языка для студентов IT-направлений подготовки, и отобразим искомую взаимосвязь потребностей производственной отрасли (виды профессиональной деятельности) и способностей, необходимых специалистам для успешной реализации их профессиональной деятельности.

Максимальная эффективность при моделировании ситуаций делового и профессионального общения может быть достигнута при использовании информационных технологий, которые могут выступать в качестве средств обучения и средств организации обучения. В данном случае использование профессиональных знаний и умений студентов при реализации лингвистических навыков и коммуникативных умений будет способствовать повышению у студентов мотивации к изучению иностранного языка и прочности получаемых знаний. На наш взгляд, данный подход позволяет предусмотреть междисциплинарный

характер обучения, вариативность организационных форм, концентрацию на содержании заданий, а не на способе и форме их выполнения, т.е. в процессе обучения студенты используют иностранный язык как средство выражения содержания, информационные технологии как средство выражения формы, что соответствует модели их профессиональной деятельности. Выбор информационных технологий в качестве средств обучения обусловлен еще и тем, что студенты IT-направлений подготовки имеют высокий уровень как теоретических, так и практических знаний, умений и навыков работы с компьютером и программными продуктами. Если для всех других направлений формирование и развитие информационно-коммуникационной компетенции, под которой подразумевается умение решать информационные задачи в профессиональной области, пользуясь современными информационными ресурсами, представляется неким элементом новизны, требующим кардинальных изменений в системе образования, то в стандарте подготовки IT-студентов данная компетенция не выделяется отдельно, потому как является основополагающей для будущей профессии. Для визуализации проделанного анализа и в качестве вывода из вышесказанного представим матрицу соотношения общекультурных и профессиональных компетенций студентов и возможностей иноязычного языкового образования.

Основные положения проектной методики в обучении иностранному языку: – формирование личностных качеств каждого студента и развитие его творческих способностей в процессе обучения; – развитие способности к сотрудничеству в рамках совместной деятельности (работа в малых группах); – обучение иностранному языку как средству межкультурного профессионального взаимодействия. Анализируя возможности использования проектной работы для повышения качества подготовки студентов инженерных специальностей, можно выделить следующие задачи обучения, реализуемые на ее основе: – приобретение опыта исследовательской работы; – формирование компетенций, связанных со способностью планирования, организации собственных действий в работе над заданиями проекта, умением критически анализировать ситуацию, принимать ответственность, выполнять работу самостоятельно; – формирование профессиональных компетенций за счет приобретения новой специальной информации и дополнительных квалификационных умений [7]. Подготовка к устной профессионально ориентированной коммуникации может быть реализована при помощи метода ситуативного обучения, или кейс метода, отличительной особенностью которого является создание проблемной ситуации на основе фактов, заимствованных из реальной жизни. Что касается жанрового представления кейсов, то они могут быть сюжетными и бессюжетными. Сюжетные кейсы обычно содержат рассказ о произошедших событиях, включают действия лиц и организаций. Бессюжетные кейсы, как правило, прячут сюжет, потому что четкое изложение его в значительной степени раскрывает решение. Внешне они представляют собой совокупность статистических материалов, расчетов, выкладок, которые должны помочь диагностике ситуации, восстановлению сюжета [8]. По объему кейсы могут быть представлены в различной форме – от нескольких предложений на одной странице до значительно большего объема. Однако следует иметь в виду, что большие кейсы вызывают у студентов некоторые затруднения по сравнению с малыми, особенно при обращении к данной технологии впервые. В условиях языкового обучения целесообразно использовать мини-кейсы, содержащие одну проблемную ситуацию. Ситуация содержит проблему о некорректном использовании частных данных о сотрудниках фирмы на сайте компании. Решение проблемы подразумевает обсуждение студентами аспектов профессиональной и социальной этики, профессиональной компетенции специалиста по разработке сайтов, организации и содержания интернет-сайтов, их цели и назначения. Далее студентам предлагается выполнить следующую работу: – выбрать один интернет-сайт и провести критический анализ на предмет содержания, организации, стиля изложения, дизайна; – изложить выводы в письменной форме в виде служебной записки (memo) своему директору / преподавателю; – продемонстрировать свои выводы в виде

презентации и обсудить на аудиторном занятии с одногруппниками и преподавателем. Таким образом, метод ситуационного обучения может рассматриваться как инструмент, позволяющий применить теоретические знания к решению практических задач. Другими словами, профессиональные знания студентов выступают как основа содержания, а иностранный язык – как средство его выражения, что соответствует модели профессиональной деятельности. Преимуществом данного вида обучения является практико-ориентированный характер, что влияет на формирование и повышение мотивации студентов к изучению иностранного языка, формирует их отношение к языку как к инструменту профессиональной коммуникации и профессионального роста. Можно заключить, что формирование профессиональных компетенций студентов IT-направлений подготовки в процессе обучения иностранному языку может быть эффективным при следующих организационно-педагогических условиях: 1) разработка содержания обучения строится на интеграции общеобразовательных, общепрофессиональных и специальных дисциплин; 2) содержание ориентировано на результативность обучения, выраженную в сформированности общекультурных и профессиональных компетенций студентов; 3) при реализации обучения используется дидактический инструментарий, включающий традиционные методы и средства обучения и инновационные, в том числе и средства информационных технологий; 4) обеспечивается вариативность выбора образовательных технологий, основанных на интерактивности и гибкости, индивидуализации и дифференциации процесса обучения; 5) все учебные задания носят квазипрофессиональный характер и разрабатываются с учетом межпредметных связей. Соблюдение обозначенных условий, будет способствовать повышению мотивации студентов.

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THE MOST EFFECTIVE AND BRIGHT METHODS IN THE FORM "9+1" TO IMPROVE THE BANK OF VOCABULARY

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Annotation: Teaching and learning English, which has become the most widely spoken language in the world, has already become an integral part of our lives. What is the most important and necessary thing in this system? Of course, this is the vocabulary of the language. This article also covers how to increase vocabulary of English and use it effectively in learning and teaching. It aims to ensure that each reader learns the language perfectly through appropriate and unique methods.

Language and speech are the means of communication of the universal being and apply not only to humanity but also to the fauna and flora. Therefore, the field of language learning, which is becoming one of the most pressing issues of modern demand, is a great future foundation, especially for us young generation. This is exactly the reason why the direction I have chosen in this article is about “Increasing the Vocabulary of the English Language”. Nowadays, the English language is taking its first steps on every front as it covers the whole world. For example, in the field of education, this language can be divided into 4 stages, which include preschool education, secondary education, secondary special education and higher education. In addition, the rapidly growing business direction is also due to the strong ties established with foreign countries, which is directly related to the foreign languages, especially English. Another example is the field of medicine, where all the tools, equipment and even 80% of medicines are exported from foreign countries, so that we can use them properly, we must follow instructions written in English or written in other foreign languages. As you can see, no matter where we go, no matter what field we step in, we live in an age where English is synonymous. However, there are several challenges and obstacles we may face in the process of learning this language. And the most important of them is the lack of our vocabulary. That is why I felt it was my duty to write a small helpful article for those who are now visiting the world of English or are looking in this direction and to cover you with the necessary tips.

The fact of the matter that when learning a new language, your focal point should always lean more toward finding new ways to improve your vocabulary rather than grammar. Do yourself a huge favor right now and put your mind into "vocabulary mode" because we are going on a trip down English vocabulary lane. Regardless of whether you are studying English at school, enjoying your summer vacation or you are not even a student, at all, these 10 methods are your secure path to growth and enrichment in the English vocabulary department. Some statistics and scientists claim that words are the basic blocks of the language, and one of the key predictors of someone’s education level, profession and social status. Yet most students struggle to increase their vocabulary effectively, as new words go one into one ear and out the other. Below I describe ten proven tactics to overcome this struggle and learn new words faster, recall them more effectively, and remember them forever.

Here you can get acquainted with the most effective tips of extending your vocabulary.

1. Make Friends with the Dictionary

A dictionary is the first indispensable resource to improve your vocabulary. It’s only by looking up a word in a dictionary that you will learn its precise meaning, spelling, alternate definitions, and find much more useful information about it. A thesaurus is also a valuable resource for learning by finding connections between words, such as their synonyms and antonyms. Consider adding a good dictionary and thesaurus to your bookshelf. Here are some recommendations:

Oxford Advanced Learner's Dictionary; The New Oxford American Dictionary; The Oxford American Writer's Thesaurus.

All of them are good resources – try each one at least once to help you make up your mind. As a general rule "Use It or Lose It ". Do not settle after you learn a new word by reading it or looking it up in the dictionary: these are good starts, but it is by using the new words that you truly commit them to your long-term memory.

2. Make the vocabulary personal, and emotional

You have probably heard stories of car crash survivors who can remember every little detail before the accident. We have also all experienced how difficult it can be to forget something we have been told that touched us to the heart. Rather than settling for a boring sentence like "The photo is on the table," try something like "The photo of my wife fell of the desk just when I got the call". There is now a very visual story forming around the vocab, it is emotionally impactful, and assuming you keep a photo of your significant other on your desk, also immediately relatable! Try to think of new vocabulary in context of the people you know, places you are familiar with or important events in your life. Just make sure not to go overboard with the imagery, lest you get traumatized every time you need to use one of the words…

3. Have some fun with the words you learn

Word games may not be enough in and of themselves, but they are a fun and effortless way to increase the recall speed of the vocabulary you know already, as well as to pick up an occasional new word from your peers. Quiddler (type of game) is a good way to improve your vocabulary, exists in English. If you do not want to spend money on board games, or prefer meeting with friends over coffee or hiking, first of all, you can try playing a spoken word game instead. Some old time favorite ones include Word-chain or Shiritori (reply with a word starting with the last letter of the one that preceded), Associations (quickly say the first word that comes to your mind after hearing the preceding word), and Metaphors (think of metaphors for things you see around you). Besides that, it is easy to come up with your own word activities. You may, for example, try your own variation of "Word Evening": at a specific day of each week, a different person brings a new word to the meal. The person reads the word, defines it, and the others must come up with a sentence using the word.

4. Make each new word meaningful

Research has shown that our brain understands new verbal concepts better when they are linked to an image or another concept. For example, if you learn the word "temperament", you may link its meaning to "temperature" to memorize it easier, and more importantly, be able to recall its meaning based on that connection at any given time. The concepts you connect do not have to be related in any way as long as they help you memorize new vocabulary.

5. Make observations

Once you have a specific amount of words in your vocabulary list, try to look at the world around you to find examples of their usage, e.g. in songs, movies, newspapers, etc. This is highly beneficial because not only can you observe the context this new vocabulary is being used in but you can also see the collocations that can be formed, as well – something you cannot necessarily achieve by sheer flipping through a dictionary. Knowing when and how vocabulary is used is actually more important than just knowing its meaning.

6. Use Lists and Flash Cards

It can also be helpful to learn new words in groups centered on a particular theme. You can use a textbook to find useful vocabulary word lists, or you can look online for ready-made flash cards to practice new words by category. Your dictionary, flash cards can be tailored to your own interests and then shared with others, or you can browse some collections to find an existing list that covers that topic. Flash cards are a great way to study for a test, prepare for the SATs (Standard Assessment Test) or just explore vocabulary for your personal enjoyment.

7. Learn a Word Each Day

There is a reason why word-a-day desktop calendars are so popular. Adding to your vocabulary in small bites is very manageable and more easily remembered. You may even find yourself looking forward to a new ritual of reading about an interesting word, its definition and linguistic heritage. If you do not want a physical calendar, try using an online dictionary to look up words at random every morning before you open your email. You can also try downloading a daily vocabulary app or game to play on your smartphone for a few minutes each day.

8. Follow a Process

To make vocabulary improvement a permanent habit in your everyday life, you should make it as habitual, automatic and tightly integrated in your daily workflow as possible – otherwise you will not do it when your days get too busy.

9. Diversify

Do something different from your daily routine: hunting, fishing or blogging – any activity that is not a part of your normal life can become a great way to learn new words, as every niche has its own jargon and unique ways of communicating. Read different books and magazines than the ones you are used to. Watch foreign-language movies. Take up new hobbies, hang out with different people. By doing things out of the ordinary you will not only improve your vocabulary but also make your life much more interesting.

10. Discover your own words.

Take a new approach to each new word you memorize. Is it hard to remember or pronounce them? So, different pictures, characters and colors will help you. Always stick the words you are learning in eye-catching places with pictures, and find that word by giving it your own description every time you look at it. Imagine if you memorized every word that was difficult for you in this way, a new world would appear in your life. Then these words in the common language have their own meaning, that is, the same for everyone, but they mean the same thing to you based on your own worldview. Also, compare words in one language to another, compare their similarities and imagine what they look like. For example, if we compare English and Russian, these two languages are inextricably linked. To prove this, here are some examples: the suffixes "tion" (in English) and "ция" (in Russian) have the same meaning. So, we know from this that if we want to translate words ending in this suffix, we do not need any dictionary, we can find it this way. For example: Instruction - Инструкция ; Recommendation - Рекомендация ; Position - Позиция , etc. We can cite many such examples, but keep in mind that the world of imagination is infinite, you can decorate it as you wish, because there is no word “Forbidden”. Allow your vocabulary also to live in this world as well. We can also increase our vocabulary by using different word combinations. For example, when we pronounce the phrases "I have locked it" and "I blocked it" or "Some of you" and "Summer view" they sound the same, but when we see them we can notice that they mean completely different meanings. So, this is also a new method where you can memorize two phrases using the same pronunciation.

As I conclude my article, I would like to briefly remind you once again of all the information listed above. Be creative and try to use your newly learned words in as many ways as possible:

Write all new words down; say them aloud; create sentences with them, mentally or in writing; try to use them in a conversation; discuss them with friends. It is also important to be aware of your own language style: every time you catch yourself saying common or nonspecific words such as “nice”, try coming up with richer and more precise expressions instead.

The phrase “9 + 1” that I used in the title of the article, you can understand only after looking thorough and study step by step all the information given above. As you focus on these 10 methods, I am sure the tenth of them will bring you success a bit more than other ones in any situation. The tenth strategy is an effective experience that you can try in practice without requiring a separate approach. Besides that, another unique feature of the tenth method is that it combines 3 very important and useful methods at the same time. You have enough opportunities and abilities to build a beautiful life in a desert. Just wake your all buds up to the great and bright future that are hidden in your inner

world. Process and develop them so they can be the key that opens any door for you. Discover yourself one more time !!!

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THE ROLE OF COMMUNICATION IN TEACHING ENGLISH AND THE USE OF INFORMATION TECHNOLOGIES TO IMPROVE THE QUALITY OF EDUCATION

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ABSTRACT: This thesis deals with the role of the innovation in teaching and learning foreign languages, and its advantages and disadvantages are concerned with some examples of making innovation in education. Today, there is a necessity to revise the approaches to the training of qualified specialists in universities. The particular importance is the issue of the autonomy of students in the study of a foreign language and their responsibility for the result of the study. Using information technologies will help learners become more independent, increase their personal interest in learning, and teach the processes of self-assessment and self-correction.

Recently, when the educational technology market is replete with proposals for a wide variety of methods of learning English, the question “What method do you use to teach?” becomes more and more relevant, which indicates an increase in the culture of consumption of intellectual products. One of the urgent tasks of the modern educational policy of our state is the training of a highly qualified and competitive specialist.

A special place in such training is given to English as the most important language of science and world communication systems, a specific academic subject inseparable from the problems of economics, politics and culture. Currently, the main principles of linguodidactic science and practice of teaching languages in Uzbekistan are determined by the leading provisions and guidelines of the National Program for Personnel Training.

XXI century is the century of the intellectual generation, the age of information technology. Knowledge, training, information and intellectual skills are a new and expensive commodity in international commerce, and today this commodity is spreading around the world at lightning speed. In the information age we have entered, quality learning is a value-added investment that guarantees success.

The development of new information technologies has greatly influenced the teaching of English. Currently, teachers and students have the opportunity to actively use the Internet as an accessible means of teaching, obtaining information, and communication. The correct use of computer communications, information resources of the Internet allows a fundamentally new approach to teaching, forming and developing the linguistic, sociolinguistic, discursive and social competence of students. But we should not forget that the information “on the vastness of the world wide web” is very different, and only live communication provides adequate mutual understanding [1].

A modern lesson in English at a university is focused on teaching communication and improving professional speech. Primary attention is paid to creating and maintaining students' need for communication and assimilation of professionally significant and culturally valuable information. Accounting for the specialty is especially relevant in non-philological universities. But it is precisely the desire to master the language of the specialty that stimulates the interest of students in the study of languages in modern conditions [2]. Communicative learning, a meaningful attitude to language and adherence to the norms of the culture of speech are based on an understanding of the deep mechanisms of language and an orientation towards the ability to choose linguistic means based on the communication situation, as well as to understand the intention of the author of the finished speech work, adequately assessing the content presented by him. It is possible to rise to this truly communicative learning only if the student came to the university with a certain language base, and the teacher laid down such linguistic provisions as the basis of his training, which he can understand from the experience of his native language. This, firstly, will allow the student to understand and typify the elementary semantics of the constructions that make up the simplest text, and secondly, to assess their communicative potential. Therefore, the approach to grouping, selection and description of linguistic material must be recognized as the most important point in communicative learning. We understand this approach as an orientation of training on final result. In other words, the end result is the achievement of the required level of professional competence of a student – not a philologist [3]. The goal here is to achieve the required level of language competence.

The task of higher education is the formation of a well-educated individual who has in his arsenal principal training not only in narrow specializations, but moreover in a wide sense, for example, as learning a foreign language without reference to the chosen profession. That is, technical specialists must know not only and not so much technical English or another foreign language, but also be able to apply it, first of all, with similar specialists, only speaking another foreign language [4]. Now, on the basis of higher education, teaching a foreign language is perceived precisely as a means of everyday communication with carriers of another culture. Nowadays, the planet Earth does not seem to us as huge as it did 100 years ago! There are almost no unexplored places and unknown peoples left on it. It is precisely recently, when we have gained access to other countries, when the Internet is conquering an increasing space in our country, that the problem of intercultural communication is becoming so acute, and the need for cultural research in the process of teaching a foreign language becomes so urgent. Learning a foreign language is an excellent means of acquainting yourself with the culture of another nation and fostering respect and love for it.

Teaching technical English at the Faculty of Oil and Gas at the Branch of the Russian State University of Oil and Gas named after I.M. Gubkin in Tashkent, in the light of all the above, has its own characteristics and quite applied goals. We do not forget that we are preparing highly qualified engineers, managers and organizers who, in addition to specific professional knowledge, must have a common culture, be enlightened people, possess a wide range of knowledge of the cultural characteristics of various peoples. Since language and culture are interconnected, it is impossible to teach the language in isolation from the culture of the country. The language most accurately and vividly illustrates the mentality of the people.

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MADANIYATLARARO VA KOMMUNIKATIV KOMPETENSIYALARNI O‘RGANISHDA OMMAVIY AXBAROT VOSITALARINING ROLI

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O‘R Qurolli Kuchlari Akademiyasi Tillar kafedrasi dotsenti

Annotation: This article discusses the role of the media in the study of intercultural and communicative competencies in foreign language classes.

Oliy ta’lim tizimini tubdan takomillashtirish, mamlakatni ijtimoiy- iqtisodiy rivojlantirishning ustuvor vazifalaridan kelib chiqqan holda, kadrlar tayyorlash mazmunini tubdan qayta qurish, xalqaro standartlar darajasiga mos oliy ma’lumotli mutaxassislar tayyorlash uchun zarur sharoitlar yaratilishini ta’minlash maqsadida 2017- yilning 20-aprelida O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-2909-sonli qarori qabul qilindi.[1]

XXI asr – axborot asrida axborot ayriboshlash sur’ati jadal oshib bormoqda. Ommaviy axborot vositalari, xususan, radio va televideniya faoliyatini kuzatsak, har kuni bir necha yangilanuvchi axborot dasturlari, muhim ijtimoiy-siyosiy, iqtisodiy, ma’naviy-ma’rifiy va madaniy masalalarning yoki jamiyatdagi ayrim muammolarning mohiyati, sabab va oqibatlarini ochishga qaratilgan tahliliy eshittirish hamda ko‘rsatuvlar diqqatni tortadi. Jahon taraqqiyotining umumiy tamoyillari oliy talim tizimida xorijiy tillarni o‘qitish nazariyasi va amaliyotida o‘zgarishlar va islohotlarga olib keldi. Bugungi kunda xorijiy tillarni o‘qitishda yangi texnologiyalarni izlash va amaliy mashg‘ulotlar uchun yangi o‘quv-uslubiy materiallarni ishlab chiqish zarurligini taqozo etadi. Shunday materiyallardan biri “madaniyatlararo kompetensiya” til ta’limida muhim o‘rin tutadi.

Xorijiy tilini o‘rganishda madaniyatlararo va kommunikativ kompetensiyalarini shakllantirish til ta’limining asosiy vazifalaridan birini amalga oshirish imkonini beradi, ya’ni kursantlarning madaniyatlararo muloqotini boshqa madaniyatga nisbatan bag‘rikenglik asosida o‘rgatadi, ularni madaniyatlararo muloqot sharoitida yashashga tayyorlaydi. O‘quv jarayonida kursantlarning xalqaro madaniyatlararo kompetensiyasini shakllantirishda zamonaviy ommaviy axborot vositalaridan foydalanish katta imkoniyatlarni yaratib beradi. Hozirda kursantlarimiz bevosita chet mamlakatlarda o‘qish yoki amaliyot o‘tash imkoniyatiga ega emas. Shunday ekan biz uchun xorijiy madaniyat, urf-odat, an’analarni ko‘rsatish va tushuntirishda asosiy vosita ommaviy axborot vositalari hisoblanadi. Hozirgi kunda hayotimizda ommaviy axborot vositalari, xususan, radio va televideniya faoliyatining ahamiyati oshib borgani sari, ularni chuqur o‘rganish talabi ham oshmoqda. Har kuni bir kishi o‘z atrofida nima bo‘layotgani haqida yangi ma’lumot oladi. Bu yozma yoki og‘zaki bo‘lishi mumkin, ammo axborot oqimining asosiy manbaalari radio, televidenie, gazeta yoki internet bo‘lib, ular bitta konsepsiyaga — "ommaviy axborot vositalari"ga qo‘shiladi[3].

Misol tariqasida dariy tilini o‘rganishda ommaviy axborot vositalarini ko‘rsatib o‘tmoqchimiz. Afg‘oniston Islom Respublikasida dastlabki televideniya 1979-yilda تلویزیون ملی افغانستان “Afg‘oniston milliy televideniyasi” nomi ostida rasman o‘z ishini boshladi. Ushbu telekanal xodimlari, asosan, xorijiy davlatlarda tahsil olgan va yaxshi ko‘nikmaga ega mutaxassislar bo‘lgan. Ushbu telekanaldan keyin, so‘ngi 23 yil davomida ko‘plab telekanallar tashkil etilib, ularning soni bugungi kunga kelib 95 taga yetgan. 2002-yildan buyon ommaviy axborot vositalarining yangi demokratik va ozod fikr bayon etishni ilgari surish harakati bilan mamlakatda OAVning soni keskin ravishda oshdi. Bular qatorida طلوع نیوس “Tolo news”, افغانستان یک “Afghanestan yak”, شمشاد تلویزیون

“Shamshad TV”, آیینه “Ayina”, نگاه “Negah”, دعوت “Daawat”, انار “Anar” kabi xususiy va davlat telekanallarini ko‘rsatish mumkin.

Dariy tili darslarida yuqoridagi ommaviy axborot vositalariga murojaat qilish, ularni organish dariy tilini bilish darajasini oshirish imkonini berishi bilan birga, kursantlarni Afg‘oniston jamiyati hayotining turli hodisalari, an’analari, urf- odatlari va tarixiy qadriyatlari bilan tanishtiradi, muhitga tezroq moslashishga o‘rgatadi, nihoyat, dariy tilini organishga turtki beradi. Axborot texnologiyalari asrida kursantlar ham yangi malumotlar oqimiga o‘rganib ketdilar. Shu munosabat bilan siyosat, iqtisodiyot yoki talim boladimi, turli sohalardan xabardor bo‘ladilar va kerakli malumotlarni oladilar. OAV da jurnalist (adresant sifatida) nutq etiketining qoidalariga muvofiq, muloqot vaziyatiga ko‘ra turli etiket iboralari, murojaat, salomlashish, xayrlashish kabilardan foydalanadi. Adresat adresant bilan munosabat o‘rnatadi. Etiket orqali shunga erishishga imkon tug‘dirish, ishonuvchan o‘quvchi, tinglovchi, adresatga murojaat hisoblanadi. Etiket formulalarining gazeta sahifalarida qo‘llanilishi radio va televideniyaga qaraganda noodatiyroq ko‘rinishda bo‘ladi. Radio va televideniyada teletomoshabin yoxud radiotinglovchiga bilvosita murojaat qilinganda, jurnalistlar beixtiyor nutq odobi doirasidagi iboralarni ishlatishadi. Gazetada bunday hol kuzatilmaydi. Gazeta sahifalarida o‘quvchiga murojaat, minnatdorlik maktublari, tabriklar ko‘rinishidagi odobga oid ibora va jumlalar qo‘llanilishi kuzatiladi. OAV da murojaat etiketning muhim jihatlaridan hisoblanadi. OAV adresati, muxlis o‘z xohishiga ko‘ra jurnalist matni bilan bevosita muloqotga kirishadi. Adresant va adresat o‘rtasida shaxslararo hamdardlik, rozilik, bahs-munozara, yoqtirmaslik kabi munosabatlar yuzaga keladi [2]. Bularning barchasi inson hayotining ko‘plab ehtiyojlarini qondirish imkoniyatini beradi.

Talim sohasida ommaviy axborot vositalaridan foydalanish, xususan, dariy tili darslarida kundan - kunga ortib bormoqda. Til o‘qituvchilari turli xil ommaviy axborot vositalaridan va axborot texnologiyalaridan foydalangan holda o‘z guruhlarida til muhitini yaratadi, o‘quv jarayonini tezlashtiradi, mavzuni o‘zlashtirilishini yaxshilaydi, o‘rganilayotgan mavzuga qiziqishni oshirish imkoniyatiga ega bo‘ladi [3].

Xorijiy tillarni oqitish metodikasida talim jarayonida ommaviy axborot vositalaridan ogzaki muloqotni rivojlantirish maqsadida hamda ayni paytda oquv faoliyatining tabiiy va samarali vositasi sifatida foydalanishni o‘z ichiga oladi. Dariy tili amaliy mashg‘ulotlarida ommaviy axborot vositalarining alohida o‘rni shundaki, ular talabalarni haqiqiy axborot manbaalariga imkon qadar yaqinlashtiradi va dolzarb voqealar dunyosiga olib kiradi.

O‘quv auditoriyasida o‘qituvchi tomonidan oz-ozdan tanlangan media matnlaridan foydalanish uzoq ananalarga ega bo‘lib, ular asosan gazeta va jurnal maqolalari edi. So‘nggi yillarda televidenie va radio dasturlari matbuot materiallariga qo‘shimcha internetdan olingan matn va ma’lumotlar ham qo‘shildi. Zamonaviy vizual ommaviy axborot vositalari talim uchun yanada qulay muhit yaratish uchun rasm, video, grafikalar va boshqalarni ishlatib, bosma shaklda, shuningdek raqamli shaklda katta miqdordagi materiallarni taqdim etadi. Ommaviy axborot vositalari o‘qituvchiga juda ko‘p miqdorda yangi materiallarni taqdim etadi, ular o‘qitiladigan dasturga mos keladigan malumotni osongina topishlari mumkin. Bundan tashqari, bosma materiallar bilan ishlash kursantlarda turli xil malumotlar, vazifalar, topshirish orqali o‘qishga qiziqish uygotadi. Bularning barchasi, odatda, kursantga xorijiy tilni erkin va malakali o‘rganishga yordam beradi.

Ommaviy axborot vositalari yoki internet ma’lumotlari kursantlarga haqiqiy voqealar haqida hikoya qiladigan va amaliy mashg‘ulot mavzulariga ko‘plab mos keladigan bo‘lishi lozim. O‘qituvchi faqat kursantlarning manfaatlariga va ularning til bilimi darajasiga mos keladigan tegishli materialni tanlashi kerak. Shubhasiz, matn hajmini, mavzusini, matnni tushunishning murakkabligini va teskari

tasirni keltirib chiqaradigan boshqa ko‘plab omillarni ham hisobga olish kerak. Shuni aytish kerakki, tanlangan materiyallar kursantlarga tasirli, tushunishi va uni o‘zlashtirib olishlariga qulay bo‘lishligi uchun o‘qituvchidan katta masuliyat hamda yuqori fidoyilik va qiziqish talab qiladi [5]. Bunga material til o‘rganishdagi 4 ta ko‘nikma: tinglab tushunish, gapirish, o‘qish va yozishni qamrab olishi va o‘qituvchi nazorati ostida bajarilishi maqsadga muvofiq bo‘ladi.

Uslubiy nuqtai nazardan, T. G. Dobrosklonskaya shunday deydi:- gazeta bilan ishlash oquv jarayonini sezilarli darajada boyitadi va jonlantiradi, shu bilan birga oqituvchiga keng ko‘lamli vazifalarni hal qilishga imkon beradi, masalan: kursantlarning leksik zaxirasini kengaytiradi, turli mavzularda suhbat o‘tkazish ko‘nikmalarini takomillashtiradi, qo‘shimcha tilga oid malumot beradi[5]. Video va audio materiallari esa nutqni tushunishni o‘rganishga yordam beradi, shuningdek, quyidagi talim vazifalarini ham o‘zlashtirishga yordam beradi: tilning dialektlarini ko‘rib chiqish, o‘rganilayotgan til haqida yangi bilimlarni olish, so‘z birikmalarini takrorlash yoki aksincha, so‘z boyligini kengaytirish, til ma’lumotlarini qidirish uchun video materiallardan foydalanish va boshqalar[4]. Bularning barchasi nafaqat kursant uchun turtki, balki uni xorijiy tilini mustaqil ravishda o‘rganishga ham undaydi.

Axborot texnologiyalarini qo‘llashning etakchi roli-axborotni etkazib berishni diversifikatsiya qilish, uni talabalar tomonidan ko‘proq qabul qilish va kursantlarni xorijiy muhitga tushirishdir.

Bundan tashqari, multimediya xorijiy tilini o‘qitish maydoni nafaqat o‘quv materiallarini tizimlashtirish va taqdim etish, balki muayyan oquv materiallaridan amaliy foydalanish kontekstini tasavvur qilish kabi vazifalarga ega. Ushbu vazifalar tufayli oqituvchi kursantlarni ragbatlantirishni qollab-quvvatlaydi, bilim olish jarayonini til qobiliyatlarini rivojlantirish jarayoniga aylantiradi.

Vizual multimedia tili ko‘p funktsiyali bo‘lgani uchun: video, rasm, eshitish audio material, og‘zaki (nutq) va yozma (matn) —, unda axborot uzatishning turli yollari bor. Birinchidan, uzoq vaqt davomida xorijiy tilini oqitishda faqat matnlar bosma yoki ovozli shaklda ishlatilgan, ammo vaqt otishi bilan Internet orqali matnlarni oqish va tinglash, shuningdek, nutqni eshitish uchun emas, balki spikerning xatti-harakatlarini yoki yuz ifodalarini kuzatish imkonini beruvchi video tasvirlarni ko‘rish mumkin edi. Sinfdagi media resurslaridan foydalanishning afzalliklari aniq, ammo hal qilishni talab qiladigan bir qator vazifalar mavjud. Ular orasida media manbalaridan oquv dasturlari materiallari bilan malumotlarni birlashtirish, tilni organish odatining ozgarishi faqat gazetalar va yangiliklar saytlaridan faol foydalanish boyicha darsliklar yordamida, shuningdek, shaxsiy yonaltirilgan oquv muhitini yaratish [6].

Xulosa o‘rnida shuni aytmoqchimizki, bugungi kunda ommaviy axborot vositalari til o‘rganishida Internet juda mashhur. Internet-maxsus til, maxsus mazmunga ega bo‘lgan va keng yosh auditoriyaga ega bo‘lgan maxsus muhitdir. Axborot vositasi vizual sifatida zamonaviy insonning o‘ziga xos xususiyatlariga qarab, xorijiy tilni o‘qitish ommaviy axborot tilidan foydalanishga ko‘proq yo‘naltirilgan bo‘lib, multimediyani o‘qitish vositasi sifatida ommaviy axborot vositalariga yordamchi, tasviriy element sifatida jalb qiladi. Ommaviy axborot vositalari o‘qituvchi va kursant uchun xorijiy tilni o‘rganishda bir qator afzalliklarga ega:

1. Ommaviy axborot vositalari bizga o‘rganilayotgan til mamlakatlaridan yangiliklar taqdim etadi, qiziqarli mamlakatshunoslik materiallarini namoyish etadi, shuningdek, badiiy yoki oquv filmlarini namoyish qilishi mumkin;
2. Ommaviy axborot vositalari amaliy mashg‘ulotlar uchun xorijiy tilini o‘rganishga yordam beradigan turli vazifalar yaratish imkoniyatini beradi;

3. Ommaviy axborot vositalarida ko‘plab suratlar, video materiallar mavjud bolib, ular orqali tilni o‘rganish tomoshabinlarda ham, mustaqil o‘rganishda ham qiziqarli bo‘ladi.
4. Ommaviy axborot vositalari madaniyatlararo muloqot qobiliyatlarini shakllantirish va rivojlantishga, ushbu muloqotni o‘zlashtirishning samaradorligini oshirishga, kursantlarni til va madaniyatni o‘rganishga yordam beradi.

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APPLICATION OF SOCIOLINGUISTIC SKILLS IN TEACHING EFL LEARNERS

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Abstract: Cultural differences and specifics play an important role in effectively teaching and learning foreign languages. It has been recognized that culture and language is the bridge in establishing mutual communication and understanding. Although, one understands the message itself, it is not sufficient to comprehend the core context due to poor cultural awareness. Here, taking into consideration sociolinguistic confidence in teaching and learning foreign languages would lead to effective results of learning deep insight the target language.

“Every country has its customs”. This proverb is applicable in linguistics as well. It has the reflection on the target language as learning a foreign language is considered a social phenomenon. By regarding to Sociolinguistic competence, a language learner can understand not only the message itself but this way he can have overall vision about that culture and traditions as well as other social aspects that message carry within.

Transforming of teaching and learning process in Uzbekistan to the new phase is making it possible to research more effective ways of teaching and learning foreign languages, in particular to develop language competencies.

According to CEFR (Common European Framework of Reference) (2001) identities there are following competencies: communicative competence, linguistic/grammatical competence, sociolinguistic competence, pragmatic/discursive competence, and strategic competence. Here, Linguistic or grammatical competence is defined as the ability to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances.

In my view, linguistic competence is one of the core elements of the language that a learner should possess in order to get into communication to be specific in what he/she going to express. If we look back to the old times, when human was created, they would use written (symbols, pictures, etc.) and verbal words (sounds, some lexical items, short expressions, etc.) which later were evolutionally developed to more complicated utterances. To my sense, *linguistic competence* is the backbone of the body, here the body is considered a language, as it is also a living organism, which develops over the time. With the help of the linguistic competence a language user would be able to decode and transfer the main part of the message and the second party of the communication process can encode that message to the point of higher percentage of its meaning. Good grammar, right words, appropriate syntactical and stylistic applications can decorate our speech and make it accessible for the second party.

The term "competence" is derived from the concept of "performance" firstly proposed by Chomsky in the 1960s. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows the speaker to generate the indefinite set of grammatical sentences that constitutes the target language whilst the latter is the actual use of language in concrete situations. (Mede, Enisa & Dikilitaş, Kenan, 2015)

Multiculturalism is less easy to define and can be a controversial term. If, though, we understand culture in a broad sense as the way that people live their daily lives (the food they eat, the way they dress, their preferred entertainment) and also the way that they see the world, we can say that different cultures coexist but also that cultures become increasingly mixed. Language is an important aspect of this culture – especially as it determines identity. But language and culture are not always identical. (Dr Lid King, 2018)

Therefore, this definition is not different from the forepart, since it is rather generous and ambiguous. The definition given by the Council of Europe (2001) states that "refers to the 18 sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community)" CEFR (p.13). As it is stated the social conventions have to do with a wide variety of characteristics and skills. (Juan Pablo López, 2015)

Sociolinguistic phenomenon can be seen in societies, politics, business, and other spheres of our lives. It can be used everywhere human interaction is involved as a human is part of society. Especially, sociolinguistic competence is extremely actual in the process of translating a literary work to keep the originality as much as possible and make a reader feel in that original environment, for instance.

A language learner would have deeper comprehension of what he/she is learning if he/she addresses this competence and would make the learning process easier if he/she would be able to take sociolinguistic aspects into account. This means that it offers a window into how language is interpreted, rendered and adapted according their speakers and the environment they happen to reside in. This is where language transfer, acquisition, interference, semantics, phonology and morphology especially come in.

The culture and the history surrounding the language in question also falls under scrutiny and that is where historical linguistics falls in. The two fields are so closely related that many people would have the two confused almost immediately. This part of linguistics is among the most studied simply because, you can never have language separated from society as language forms an intrinsic part of society. This is why language and culture as the latter forms the backbone of former. (Michael Koeberg, 2016)

If I refer to my classes, I strongly believe that Sociolinguistic Competence would be essential and supporting skill that I would like to develop in my students. According to the topic and the material that I would like to present in the class, for instance "Making successful negotiations", without any doubt, I would consider this aspect, as conducting an effective negotiation is vital element

of the world diplomacy today, which involves all nations of the contemporary world. For instance, according to the analysis there are different times that you should expect your foreign business colleagues to arrive to business negotiation: *If they are German, they'll be bang on time. If they are Americans, they'll probably be 15 minutes early. If they are British, they will be 15 minutes late. And you should allow up to an hour for the Italians.* Furthermore, there are other cultural aspects that should be considered while discussing the topic.

Although sociolinguistic competence is recognised as an important aspect of L2 learners' competency, it remains a concept difficult to grasp, to define and to teach. Indeed, this competence involves the learning of the sociocultural principles that determine the norms of appropriate behavior and language use of a specific community, which is difficult to teach in a classroom. (Hinkel, 2001). It is also known that the students, who are in need of developing cultural awareness and cultural sensitiveness, are normally those who are least disposed toward these goals. Teacher's task is to make students aware of cultural differences, not pass value judgments on these differences. Students learning a foreign language have to assimilate many new categorizations and codifications if they are to understand and speak the language as its native speakers do. This does not mean that the native language of the students could not have established such distinctions for them. All languages which have been closely studied seem to possess the potentiality for expressing all kinds of ideas and making all kinds of distinctions (Rivers, 1982).

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NOFILOLOGIK YO'NALISH TALABALARINING KOMMUNIKATIV KOMPETENTSIYALARINI SHAKLLANTIRISH TAJRIBASI

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Annotation: The thesis of the article describes the components of communicative competence, the factors of its organization, aspects that need to be considered in the process of teaching communication, recommendations.

O'zbekiston Respublikasi Prezidenti SHavkat Mirziyoev Oliy Majlisga Murojaatnomasida chet tillarini o'rganishni ustuvor yo'nalish etib belgilashni taklif qildilar. "SHu maqsadda kelgusi yilda ta'limning barcha bo'g'inlarida ushbu fanlarni o'qitish sifatini tubdan oshirish, ixtisoslashgan maktablar ochish, malakali pedagoglarni jalb etish kabi tizimli ishlar amalga oshiriladi", deb ta'kidladilar [1]. Darxaqiqat, o'sib kelayotgan yosh avlodga bilim berishda ta'lim sifatini ko'tarish,

chet til darslarida yangi zamonaviy metodlardan foydalangan holda talabalarda motivatsiyani kuchaytirish va kelgusida yetuk raqobatbardosh kadr bo‘lib yetishishiga erishish har bir o‘qituvchi oldidagi asosiy vazifalardandir. Bugungi kun mutaxassisining xalqaro standartlar darajasiga mos, kompetentli va raqobatbardoshli bo‘lishi, o‘z faoliyatida samarali muloqot yurita olishi katta ahamiyatga ega.

Demak, ko‘p yillik tajribalarga asoslanib aytish mumkinki, xorijiy tillarda muloqot yuritish uchun qobiliyat, layoqat zarur bo‘ladi. Zero, O‘zbekiston Respublikasi uzluksiz ta’lim tizimining Davlat ta’lim standartlari va o‘quv dasturlarida kommunikativ kompetensiya – o‘rganilayotgan chet til bo‘yicha egallagan bilim, ko‘nikma va malakalarni muloqot jarayonida qo‘llash qobiliyatidir, deb yozib qo’yilgan. Ushbu hujjatda kompetensiyalar esa quyidagi guruhlarga ajratilgan:

1. Lingvistik kompetensiya til materiali (fonetika, leksika, grammatika) haqida bilimlar va nutq faoliyati turlari (tinglash, gapirish, o‘qish va yozish) bo‘yicha ko‘nikmalarni egallashni nazarda tutadi.
2. Sotsiolingvistik kompetensiya so‘zlovchining biror bir nutqiy vaziyat, kommunikativ maqsad va xohish-istagidan kelib chiqqan holda kerakli lingvistik shakl, ifoda usulini tanlash imkonini yaratadi. Sotsiolingvistik kompetensiya ijtimoiy-madaniy kompetensiyani o‘z ichiga olib, autentik nutqning milliy xususiyatlarini: o‘zi yashayotgan mamlakatning urf-odatlari, qadriyatlari, marosimlari va boshqa milliy-madaniy xususiyatlarni bilish hamda tili o‘rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish qobiliyatini ko‘zda tutadi.
3. Pragmatik kompetensiya o‘rganilayotgan chet tilida kommunikativ vaziyatda tushunmovchiliklar paydo bo‘lganda takroran so‘rash, uzr so‘rash va hokazolar orqali murakkab vaziyatlardan chiqib keta olish qobiliyatini nazarda tutadi. Mazkur standartda diskurs kompetensiyasi pragmatik kompetensiya tarkibiga kiritildi. Mazkur kompetensiya og‘zaki yoki yozma nutqda fikrlarni tegishli til vositalari orqali ifodalashni nazarda tutadi. Diskurs kompetensiyasi og‘zaki yoki yozma nutqdagi izchillikni ta’minlashda lingvistik signallarni tushunish va interpretatsiya qilish ko‘nikmalarini nazarda tutadi. [2].

Xorijiy til o‘rgatish jarayonida talabalarning kommunikativ kompetensiyalari boshqa barcha kompetensiyalar uchun kalit hisoblanadi. Jumladan, lisoniy, lingvistik, ijtimoiy-madaniy, diskursiv kompetensiyalar kommunikativlikka xizmat qiladi. SHu sababli, ushbu kompetensiyalarni integrallashgan holda o‘zaro aloqadorlikda rivojlantirish ko‘zda tutiladi.

Ta’limni insonparvarlashtirish kontekstida oliy o‘quv yurtidagi kasbga yo‘naltirilgan ingliz tili ta’limi mazmuni o‘quvchilarning maktabda egallagan va oliy o‘quv yurtini bitirishdagi bilim, ko‘nikma va malakalarini rejalashtirish, har bir talabaning tilni turli darajada bilishlarini va ehtiyojlarini maksimal hisobga olish bilan tashkil etiladi. [5].

O‘quvchi/talabalarning xorijiy tillar bo‘yicha tayyorgarligiga qo‘yiladigan talablarni shakllantirishda bilimlariga nisbatan faoliyatli harakatlari dominant hisoblanadi. Sababi, chet til o‘rganish-o‘rgatish jarayonida kommunikativ faoliyat yuritiladi, yani madaniyatlararo muloqot, o‘qituvchi ↔ o‘quvchi ↔ o‘quvchi o‘zaro munosabati yuzaga keladi. Mazkur jarayon bilim, ko‘nikma va malakalarni kompleks holda egallashni va rivojlantirishni ko‘zda tutadi.

Bilim – til sistemasini anglash va amaliy faoliyatda undan foydalanish qoidalari.

Ko‘nikma – mashqlar bajarish natijasida til hodisalari harakatining avtomatlashganligidir.

Malaka – chet tilda muloqot qilishda egallangan bilim va ko‘nikmalar asosida nutqiy faoliyatni takomillashtirish qobiliyati.

Mazkur bilim, ko‘nikma va malakalar turli nutq vaziyatlarini tashkil etish va kommunikativlik orqali takomillashadi. SHunga ko‘ra, bir qator omillar ham jarayonni samarador bo‘lishini ta’minlaydi:

- Muloqot qilish ehtiyoji va muloqot doirasi talabidan kelib chiqib, til materiali va nutq ko‘nikmalari tanlanadi (lingvistik tomoni);

- O‘rganilayotgan tilning muloqot maqsadida/ doirasida qo‘llanilishini ta’minlovchi nutq ko‘nikma va malakalari (psixologik tomoni);
- Mustaqil ish ko‘nikmalari, o‘quv-biluv faoliyatining samarali yo‘llari (metodik tomoni/ kompetensiyalari).

Nutq ko‘nikmalarini shakllantirish turli murakkablikdagi tayyorlangan nutqda yangi til sistemasida til hodisalarini izchillikda qo‘llashdan boshlanadi [4]. Keyingi yillarda nutq ko‘nikmalari nutq kompetensiyalari nomini olganligi hech kimga sir emas. Har bir mashqda yangi til hodisalarining soni ortib boradi. Til materialini turli vaziyatlarda ko‘p marotaba qo‘llash natijasida u avtomatlasha boshlaydi. a) muloqotning turli tomonlarini o‘zida qamrab olgan yoki xilma-xil muloqot vaziyatlarini ta’minlash uchun zarur mashqlarni tanlash; b) o‘quvchilarning ongli harakatlarini rivojlantirishga mos mashqlar tanlash. Kommunikativ yondashuv ta’limda o‘quv materialining konsentrlar bo‘yicha taqsimlashni nazarda tutadi. Konsentrlar tilni o‘zlashtirishning zaruriylik me’yorlari bo‘yicha ta’limni davom ettirish imkoniyatini yaratuvchi sikllardir. Har qaysi konsentrda o‘rganilganlar asosida materialni kengaytirish nazarda tutiladi. Fikrimizcha, “oz-ozdan tez-tez” prinsipiga amal qilinsa qo‘yilgan maqsadga erishish ham samarali kechadi. [3].

Xorijiy tillar o‘qituvchisi hal etadigan murakkab vazifa muloqotni uyushtirish hisoblanadi. Muloqot yuritish uchun qulay sharoit bo‘lishi, nutq vaziyatini yaratish, hayotiy dolzarb mavzular, muammolar tanlanishi zarur. Bundan tashqari, xorijiy til o‘rganishga motivatsiyaning mavjudligi, doimiy qiziqishni saqlash, talabalarning muloqotini boshqarib borish, nazorat qilish, rag‘batlantirish va baholash talab etiladi. Muloqotni o‘rgatish jarayoni, ya’ni kommunikativlikda quyidagilarga e’tibor qaratiladi:

- nutqiy yo‘nalganlik;
- shaxsning individual xususiyatlarini hisobga olish;
- nutqiy vazifa /topshiriqning qo‘yilganligi;
- ta’limning situativligi, dolzarbligi va muammoga qaratilganligi;
- axborot /muloqot vositasining yangiligi va hayotiyligi.

Nemislarning telefonda so‘zlashish madaniyatini keltirib o‘tamiz:

1. Sie nehmen den Hörer ab und sagen Ihren Nachnamen.
2. Die andere Person begrüßt Sie, sagt ihren Namen und beginnt das Gespräch.
3. Am Ende sagt man Auf Wiederhören.

Inglizlarning telefonda so‘zlashish madaniyati quyidagicha:

1. Greeting.
2. Introduce himself or herself.
3. Asking service expressions to ask someone the reason of his/her calling (to ask why does he/she call).

O‘zbeklar telefonni olib “Allo” yoki “Eshitaman” deyishadi. Ko‘pchilik kishilar “Kim bu?” deb so‘raydilar. SHuni unutmaslik kerakki, telefonda so‘zlashish madaniyati mavjud.

Xorijiy til mashg‘ulotlarida tilni o‘rganish bilan birgalikda tili o‘rganilayotgan mamlakatning madaniy xususiyatlarini, sirlarini, qabul qilingan qonun-qoidalarni, urf-odatlarni maqollar, matallar, aforizmlar, iboralar, frazeologik birikmalar, turli janrlardagi diskurslar orqali, imo-ishora, qo‘l va gavda harakatlarini o‘rganish til vakiliga yaqinlashtiradi. Ta’lim jarayonida talabalarni o‘rganilayotgan mamlakat madaniyatiga hurmat, bag‘rikenglik, sabr-toqat qilish, o‘zga madaniyatni to‘g‘ri tushunish bilan bir qatorda o‘z madaniyatimiz, ya’ni tarixga nazar tashlash, milliy qadriyatlarni tiklash, urf-odatlarni hurmatlash ruhida tarbiyalab borish lozim. Kasbiy-sohaviy matnlardan axborot olish, terminologiya bilan ishlash oliy o‘quv yurti nofilologik fakultetlar talabalarining asosiy maqsadi sanaladi. Ularda sohaviy terminlarni nutq faoliyati turlarida qo‘llash, turli sohaviy vaziyatlarda xilma-xil kasbiy muloqot yurita olish ko‘nikma va malakalarini shakllantirish, umumiy konpetentlikni oshiradi. Binobarin, nofilologik yo‘nalish talabalarining kommunikativ kompetentsiyalarini shakllantirishda xorijiy tillardan yaratilgan darslik va o’quv qo’llanmalar asosiy manba hisoblanadi. Sababi mukammal tuzilgan o‘quv adabiyoti o‘qituvchi va

talabalar uchun dasturilamal bo'lib samarali xizmat qiladi. Ta'kidlash joizki, darslik va o'quv qo'llanmalar tuzuvchilarga Lola Iliyevaning ilmiy risolasida bir muncha foydali tavsiyalar, ko'rsatmalar berilgan. [3].

Xulosa shuki, xorijiy tillar nofilologik yo'nalish talabalarining bilimlarini ijtimoiy-iqtisodiy, siyosiy, umummadaniy, ilm-fan texnikasi asoslari va boshqa sohalardan doimiy ravishda xorij tajribasi orqali boyitib borish, ularning intellektual va madaniy saviyasining o'sishi uchun xizmat qiladi. Xorijiy tillar o'rgatish jarayonida zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan ta'lim-tarbiya samaradorligini oshirish pedagoglar oldida turgan asosiy vazifalardan hisoblanadi.

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ИГРОВЫЕ ЗАДАНИЯ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА

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Annotation: Modern approaches to the formation of intercultural and communicative competence of students of non-philological universities require a special approach in the organization of classes in Russian as a non-native language. In this regard, game tasks help students better memorize language constructs that can be used in various life situations.

Play is an activity peculiar to people from birth to old age, an activity through which a person learns about the world. It is often a kind of preliminary training before a serious matter that a person will have to do in life. Play is a necessary part of the culture. It is an exercise in interacting with people in a variety of social contexts and roles, interacting through a variety of tools, including language. The game is a free activity, play is a passion play – stay, experience the joy of. A game is a GAME…

Ввиду усиления международного сотрудничества на первый план выходит взаимопонимание между людьми, представителями разных культур. Многие учебные заведения и в том числе высшие образовательные учреждения по всему миру создали программы и курсы, направленные на приобретения межкультурных навыков и компетенций. Межкультурная коммуникативная компетенция привлекает всеобщее внимание, поскольку существует глобальное требование к выпускникам вузов быть «гражданами мира» и

«межкультурно компетентными».[4] Таким образом, формирование межкультурной коммуникативной компетенции становиться актуальной проблемой в современной образовательной системе.

Современные подходы к формированию межкультурной и коммуникативной компетентности студентов нефилологических вузов требует особого подхода в организации занятий по русскому языку как неродному. В этой связи игровые задания помогают студентам лучше запоминать языковые конструкции, которые можно использовать в различных жизненных ситуациях.

Игра – это деятельность, свойственная людям с рождения до старости, деятельность, через которую человек познает мир. Она зачастую своеобразная предварительная тренировка перед серьезным делом, которое предстоит человеку в жизни.

Игра это способ реализации и самосознания личности в недостижимо широком для реальной жизни спектре ситуаций. Это узнавание и испытание себя, своих сил и возможностей, реализация врожденной потребности что-то уметь, это также реализация стремления к главенству или соперничеству. Она отвечает потребностям человека, даёт выход избыточной жизненной силе или, наоборот, зарядиться энергией (игра протекает в условиях повышенной физической, интеллектуальной, эмоциональной активности).

Игра – необходимая часть культуры. Это упражнение во взаимодействии с людьми в разнообразных социальных контекстах и ролях, взаимодействии, осуществляемом с помощью различных инструментов, в том числе языка…[5]

Игра – это свободная деятельность, игра – это азарт, игра – отдых, опыт, радость…

Игра – это ИГРА…

Игра при обучении языку:

- мотивирует деятельность, при которой речь является средством достижения реальной цели;
- увеличивает степень мотивированности учащихся, повышая интерес к самому учебному предмету;
- способствует тому, что учащиеся усваивают знания и приобретают речевой опыт не по необходимости, а по собственному желанию;
- создает психологическую готовность учащихся к речевому общению, снимает “психологические барьеры”;
- дает возможность учащимся оценить себя на фоне других, создает атмосферу здорового соревнования, благодаря чему мобилизуется творческий потенциал учащихся;
- обеспечивает естественную необходимость многократного повторения языкового и речевого материала, усвоение которого необходимо при подготовке к речевой деятельности;
- делает более разнообразным и увлекательным учебный процесс.

Какие типы игровых заданий целесообразно различать?

[4] Фокина О.С. Историко-педагогический анализ становления понятия коммуникативной компетенции студентов// Научно-педагогическое образование (Pedagogical Review). 2016. №3.

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В зависимости от тех методических задач, которые решаются в процессе игры, различаются следующие типы игровых заданий.

1.Игровые некоммуникативные задания.

Используются для усвоения, отработки языковых форм, лексики, речевых моделей, а также для формирования речевых механизмов (мотивационных; осмысления, в единстве анализа и синтеза, долговременной и кратковременной памяти; упреждающего синтеза; фонационные; внутреннего и внешнего оформления высказывания и др.)

2. Игровые пред коммуникативные задания.

Используются для формирования и развития лексических, грамматических, фонетических и речевых навыков и умений. Задания этого типа позволяют осуществить переход от овладения языковым инструментарием к общению на изучаемом языке. Надо заметить, что эти задания не являются коммуникативными, так как не реализуют задачи общения, однако представляют собой необходимую ступень на пути к реальной коммуникации.

3. Игровые коммуникативные задания.

Применяются при формировании коммуникативной компетенции (включая языковой, психологический, социолингвистический аспекты) в четырех видах речевой деятельности. Задания этого типа развивают способность учащихся решать средствами изучаемого языка актуальные задачи общения.

Эти три типа заданий, последовательно и взаимосвязано применяемые в учебном процессе, служат решению целостной задачи: “Трудное сделать привычным, привычное – легким, а легкое – приятным” (К.Станиславский).

Когда применяются игровые задания?

Любое задание применяется, если служит достижению поставленной цели.

Цель нужно четко сформулировать для себя с учетом ближайшей и дальнейшей перспектив, например:

- помочь учащимся овладеть языковым и речевым материалом, необходимым для общения на конкретную тему (допустим, на тему “Семья”);

- помочь формированию у учащихся навыков диалогического общения.

Используя какое-либо задание, мы можем решать, как одну конкретную задачу, так и несколько задач (методических, психолого-педагогических, воспитательных и т.д.) одновременно;

- помочь учащимся отдохнуть после напряженной работы или “размяться” (долгое пребывание в неподвижной сидячей позе утомляет и рассеивает внимание) и одновременно повторить лексику по теме;

- повторить фразеологизмы или речевые клише, одновременно отрабатывая ритмику на уровне словосочетания и фразы.

Чтобы в игровом задании были реализованы поставленные преподавателем методические задачи, учащиеся должны быть подготовлены к восприятию таких новых и неожиданных для многих из них форм работы, поэтому мы советуем вводить игровые задания на всех этапах работы над темой.

Решению каких задач способствует использование игровых некоммуникативных заданий?

Игровые некоммуникативные задания – эффективное средство: а) овладения языковым инструментарием, б) формирования и развития речевых механизмов.

Таким образом, целью игровых некоммуникативных заданий может быть отработка языковых форм и/или речевых моделей, расширение лексического запаса и усвоение новых слов, интонационных моделей, ритмических структур.

Для решения каких задач используются игровые предкоммуникативные задания?

Игровые предкоммуникативные задания используются при формировании и развитии лексических, грамматических, фонетических и речевых навыков и умений. Они довольно широко представлены в учебной литературе.[6]

- Разыграть диалоги по модели. Предлагаются диалоги-модели, которые разыгрываются учащимися либо без изменений, либо с минимальными изменениями, как, например, замена имен, географических названий и т.п.
- Разыграть диалоги по схеме интенций. Например: Приглашение – Согласие + Благодарность; или Приглашение – Отказ + Извинение.
- Составить и разыграть диалоги по описанной ситуации. Предлагаются ситуации, сходными с представленными в диалогах, разыгранных по моделям, т.е. не требующие от учащихся речевого творчества.
- Восстановить текст телеграммы с пропущенными словами.
- Прослушать песню и вставить пропущенные в тексте слова.
- Подобрать синонимы или антонимы (игра с карточками).
- Игра в лото (цифровое или с изображением предметов) с велением образцов реплик, комментирующих ход игры, например: У кого есть? - К сожалению, у меня нет…\ Мне повезло у меня есть… и т.п.

Игры типа «Кем работаем, не скажем, но что делаем, покажем»

Когда используются игровые коммуникативные задания?[7]

Игровые коммуникативные задания облегчают формирование, развитие и совершенствование коммуникативных умений, способствуют развитию коммуникативной компетенции (включая лингвострановедческие, страноведческие, социокультурные компоненты, национально-специфические тактики и стратегии общения).

Задания этого типа включаются в этот учебный процесс на том этапе, когда учащиеся уже в достаточной мере овладели языком и речевым инструментарием для того, чтобы сосредоточить свое внимание на содержательной стороне общения.

Естественно, что коммуникативными играми целесообразно завершать работу над темой, использовать их для активизации пассивных знаний учащихся и как средство речевой и социокультурной адаптации.

К заданиям этого типа относятся игры-конкурсы, ролевые, деловые игры и подобные задания, во время подготовки и проведения которых учащиеся вовлечены в реальное, а не учебное речевое общение на русском языке.

[6] Акишина А.А., Каган О.Е. Учимся учить. – М.: Русский язык, 2005.
[7] Пассов Е.И. Основы коммуникативной методики обучения иноязычному общению. – М.: Русский язык, 2000.

Подготовка к коммуникативной игре (обсуждение, создание сценария, распределение ролей, выработка позиций, поиск аргументов и пр.) является важной частью самого задания и должна проходить на русском языке.

Задания-конкурсы отличает элемент соревновательности, усиливающий мотивированность участников игры.

В играх-конкурсах могут участвовать 2, 3 и более команд. Темы конкурсов выбираются в соответствии с изучаемым материалом.

Ролевые игры включают ток-шоу, дискуссии с заданными ролями, игры-интервью.

Для проведения данного вида игр группа должна пройти тщательную подготовку, иначе ничего не получиться. Поэтому их следует применять на продвинутом этапе обучения.

Несмотря на все трудности, игра даёт преподавателю такие возможности, такой творческий подъём и такое удовлетворение, что пользоваться ею стоит.

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SOFT SKILLSNING O’RGANILISH BOSQICHLARI

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Abstract: The article refers to the emergence and stages of development of the concept of soft skills - one of the most important requirements imposed today on modern professionals. The author cites the degree of study and taxonomy of soft skills in science.

Zamon o’zgarib borarishi bilan kasbiy tayyorgarlik, mutahassislarni qayta tayyorlash sohalarining diqqat markazida turuvchi ustuvor masalalar ham o’zgarib boradi. Hozirgi kundagi ana shunday dolzarb muammolardan biri esa bo’lajak mutahassislarda kasbidan alohida bo’lgan “soft skills”ni rivojlantirish hisoblanadi. Bugunga kelib qator davlat rahbarlari tomonidan yoshlar siyosatida mazkur masalaga ustuvor vazifa sifatida urg’u berilayotgani ham bejiz emas. So’ngi yillarda qator tadqiqot ishlarining o’rganish obyektiga aylangan mazkur tushunchaning paydo bo’lishi unchalik ham uzoq tarixga ega deb bo’lmaydi. Aynan “yumshoq”, “egiluvchan” (soft) atamasining yuzaga kelishi AQSh harbiy kuchlarining 1960-yillardagi faoliyati bilan bog‘liq. 1959-yilda AQSh armiyasi ish va o‘qitish samaradorligini oshirish uchun texnologiyalardan foydalangan holda o‘qitish jarayonlariga katta mablag‘ sarflashni boshlaydi va “Ta'lim tizimlari muhandisligi” (CON Reg 350-100-1) nizomi ishlab chiqiladi. Mazkur hujjat armiyadagi ma'lum bir soha uchun kurslarni loyihalash va ishlab chiqarishga asos bo‘ldi. Ushbu tartibga binoan tashkil etilgan kurslar odam va qog‘oz bilan bog‘liq ya'ni odamlarni nazorat qilish, hisobot tayyorlash, tuzilmalarni

loyihalash kabi mashinalarni o‘z ichiga olmagan ish bilan bog‘liq ko‘nikmalarni qamrab olardi [2]. Bu soft skills atamasining yuzaga kelishida katalizator bo‘lib xizmat qildi. Nizomda soft skills atamasi qo‘llanilmagan bo‘lishiga qaramasdan u zamonaviy harbiy sohada ko‘nimalarni tahlil qilish va rivojlantirishni jadallashtirib yubordi. Soft skills atamasi oxir-oqibat rasmiy ravishda 1972-yilda “KONARK soft skills konferensiyasi”da va AQSh armiyasining o‘quv qo‘llanmasida paydo bo‘ldi. Konferensiyada P.Vitmor va J.Fray tomonidan “Soft skills nima?”, “Xulq-atvor modeli soft skillsni tahlil qilish vositasi sifatida”, “KONARK maktablarida soft skills darslarini o‘tqazish tartibi” ma'ruzalari taqdim etiladi. Ma’ruzalardan birida soft skills atamasiga (1) muhim kasbiy ko‘nikmalar (2) mashina bilan kam yoki umuman aloqani o‘z ichiga olmaydigan ko‘nikmalar deb ta'rif beriladi [2] . Muallif shuningdek, biz yaxshi biladigan ko‘nikmalarning barchasi hard, u haqida juda oz biladiganlarimiz esa soft skills deya mazkur ko‘nikmalarning yetarli darajada tadqiq qilinmaganligiga ishora qiladi.

Ta'lim sohasida ilk bor Amerikalik olim Devey o‘z ishlarida ta'lim muassasalarini yaxlit yondashuv asosida ta'lim berishga chaqirib, ham jamiyat, ham shaxs ehtiyojlarini o‘zida aks ettirgan qolipni ko‘rsatib berdi [1]. O‘z zamonasidan oldinda bo‘lgan olim garchi aynan mazkur ko‘nikmalarni keltirib o‘tmagan bo‘lsada, ta'lim tizimini o‘quvchilarning to‘laqonli hayot va muvaffaqiyatli karyera qurishga qodir, har tomonlama yetuk shaxslar etib tarbiyalashga undagan va bunga o‘qib yodlangan bilimlar va to‘g‘ri yoki noto‘g‘rilik qolipidagi baholash tizimi bilan erishib bo‘lmasligini ta'kidlagan. Shu tariqa olim o‘quvchilarda bugunga kelib soft skills sifatida atalayotgan shaxsiy fazilatlarni takomillashtirish va bu orqali uyg‘un kamol topgan shaxsni tarbiyalash g‘oyasini ilgari surgan.

So‘ngi yillarda ta'lim tizimining barcha bosqichlarida o‘quvchi, talabalarning soft skillsini rivojlantirish borasida olib borilayotgan ilmiy izlanishlar dunyo ilm-fanida salmoqli o‘rin egallamoqda. Bir qator tadqiqotchilar mazkur masala ustida ish olib borgan bo‘salar (S. Kratz, J. Hekman, T.Kautz, J.Pritchard, A.Iland, D.Dabke, G.Kostin, M.Kink, M.Klaro, J.Barel, S.Dede, P.Griffin, R.Marzano, M.Roblez, D.Rishen, N.Loktaeva, N.Liz, T.Yarkova, N.V. Jadko, M.A.Churkina, D.Ivanov, V.Davidova, O.L.Chulanova, A.I.Ivonina), soft skillsni amaliyotga tatbiq etish bilan bog‘liq qator xalqaro va mintaqaviy dastur va loyihalar amalga oshirilmoqda (Lifelong learning, Partnership for 21st Century Skills, ModEs , CEDEFOP).

Bo’lajak mutahassislarda soft skillsni rivojlantirish zaruriyati uning negizida tushuniluvchi ko’nikmalarni aniqlab olishni taqozo etadi. Bundan kelib chiqqan holda XXI asr mutahassislarida rivojlantirish zarur bo‘lgan ko‘nikmalar taksonomiyasini tuzish bilan bog‘liq qator ilmiy izlanishlar olib borilmoqda. Soft ko‘nikmalar taksonomiyasini yaratish borasida olib borilgan eng yirik loyihalardan biri bo‘lgan XXI asr ko‘nikmalari uchun Hamkorlik (Partnership for XXIst century skills – P21) loyihasi ham o‘z tadqiqotlari natijasida XXI asr uchun muhim deb topilgan ko‘nikmalar qolipini tavsiya etadi. Qolip to‘rtta yo‘nalishni o‘z ichiga olib ko‘nikmalarning qo‘llanish doirasini ifodalovchi XXI asr mavzulari, bilimlar, ko‘nikma va savodxonlik turlarini qamrab oladi.

XXI asr ko‘nikmalari uchun Hamkorlik qolipi

XXI asr ko‘nikmalari uchun Hamkorlik qolipi bo‘lajak mutahassislar ishda, hayotda, fuqarolikda muvafaqqiyatga erishishi uchun zarur bilim va ko‘nikmalar sifatida o‘qituvchi, ta'lim mutahassislari, biznes boshqaruvchilaridan to‘plangan ma'lumotlar asosida ishlab chiqilgan. Keyinroq AQSh ta'lim departamenti, Xalq ta'limi assosiasiyasi, dunyoning mashhur firmalari Microsoft, Apple, Sisco mazkur qolipni qo‘llab-quvvatlab mutahassilardagi ushbu ko‘nikmalarni yuqori baholaganlar. Bundan ko’rinadiki, zamonaviy ish muhitida ijodiy va tanqidiy fikrlash, tashabbuskorlik, moslashuvchanlik kabi shaxsiy ko’nikmalar bilan birga axborot va media savodxonligi, samarali muloqot qila olish malakalari muhim ahamiyatga ega.

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DEVELOPING LEARNING STRATEGIES IN LANGUAGE LEARNING

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Annotation: The importance of learning strategies in foreign language learning is very important. Learning strategies are first defined and classified, and the factors involved in learners’ strategy choice are discussed. Teachers apart from being instructors should become “facilitators” of learning by developing students’ autonomy. Furthermore, it is argued that foreign language course designs as well as textbooks and reaching materials should be flexible enough to combine successfully linguistic and strategy training components.

Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment

where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term“L2”is used in this chapter to refer to either a second or a foreign language. Language learning strategies were introduced to the second language literature in 1975, with research on the good language learner. At the time it was thought that a better understanding of strategies deployed by successful learners could help inform teachers and students alike of how to teach and learn languages more effectively. Initial studies aimed to document the strategies of good language learners. In the 80s the emphasis moved to classification of language learning strategies. Strategies were classified according to whether they were direct or indirect, and later they were strategies divided into cognitive, metacognitive or affective/social categories.

Over time, students will develop their own learning strategies - which include the ways in which they learn and remember information, how they study for tests and how they make the best use of their learning strengths. Many students may not even be aware that they are using these strategies as it may have become a natural and automatic process for them. There are some strategies, on the other hand, that students may need to be taught, or at least brought to their attention. The strategies a student uses to learn a second language depend greatly on their individual learning style. Some students are outgoing and will experiment freely and frequently while learning a new language. Other students are more introverted, preferring a more individual, private approach to the way they learn and practice the language. The strategies used by an outgoing student may vary significantly when compared with the strategies of a more reserved student.

For those students who make use of learning strategies without being aware of it, taking the SILL survey makes these strategies explicit to them and can therefore make these strategies more effective to their learning process. For teachers, having their students take the SILL survey at the start of a language course may help the teacher to understand what strategies are most effective for their students, and adjust their teaching to fit. As well, the results of such a survey can be useful for the teacher to see which strategies are being under-utilized by the students; with this information, the teacher can take the opportunity to teach these strategies to the students.

Who is most likely to use learning strategies most often? Based on the extensive research on learning strategies (Challot - O'Malley 1994 Rubin) successful second language learners use some common learning strategies effectively. [1] The high school second language learner has much in common with the "good" language learners described by Rubin (1975), i.e. they

1.are willing guessers
2.are accurate guessers
3.havea strong drive to communicate
4.look for patterns in the language
5.try to classify language
6. analyze language
7.take advantage of all practice opportunities
8. monitor their own speech
9. pay attention to meaning

What types of learning strategies do students use?

According to Naiman, Frohlich, and Todesco (1975) successful second language learners use the following six strategies [2]:

1. select language situations that allow one's (learning) preferences to be used
2. actively involve themselves in language learning
3. see language as both a rule system and a communication tool
4. extend and revise one's understanding of the language
5. learn to think in the language
6. address the affective demands of language learning

Oxford (1989) identifies six broad categories of strategies [3]:

1. Metacognitive (e.g. self-monitoring, paying attention)
2. Affective (e.g. self-encouragement, anxiety reduction)
3. Social (e.g. ask questions, become culturally aware)
4. Memory (e.g. grouping, imagery, associating)
5. Cognitive (e.g. reasoning, analyzing, summarizing)
6. Compensation (e.g. guessing meanings, using synonyms)

The teacher is expected to bring these strategies to the attention of learners regardless of the subject matter. This includes encouraging students who already exhibit use of these strategies so that others might 'notice' and imitate them. Oxford identifies six broad categories of strategies: metacognitive strategies, cognitive strategies, memory strategies, social strategies, affective strategies, compensatory strategies.

Metacognitive strategies talk about the strategies (such as observing own mistakes and improving on that, or planning and following a good time timetable) learners employ in their process.

-Arranging and planning your learning

-Evaluating your learning

Cognitive strategies include what learners think (such as reading for purpose, or reading for identifying rules) about their own learning

-Classification/verification

-Guessing

-Memorization

-Monitoring

Memory strategies show how (such as using flash card, or reviewing lessons) learners remember the language. According to Purpura Memory strategies are frequently employed for memorizing vocabulary and structures in the early phase of language learning

-Applying images and sounds

-Reviewing well

-Employing action

Social strategies facilitate learning with other and help learners understand the culture of the language they are learning

-Cooperating with others

-Emphasizing with others

Affective strategies talk about learner's feelings, as well as what they do to motivate themselves and to make the learning process comfortable. Such as relaxing when they feel afraid of the new language, or rewarding themselves when they perform well etc.

-Identify one's mood and anxiety level

Compensatory strategies:

-Guessing from context in listening and reading

-Use synonyms and "talk around" the missing word to aid speaking and writing

-Use gestures or pause words

-Help learners to make up missing words

Why teach LLS instruction? It can significantly reduce the amount of time needed for acquiring high levels L2 proficiency (Leaver,2003)It has resulted in significant gains in content knowledge and skills, English (L2) proficiency, and use of learning strategies(Chamot,2007) [5]

Researchers tend to agree that teacher preparation for strategy instruction is enhanced by using an experimental approach that enables teachers to discover their own strategies, consider the new ones, and learn how to model and teach them

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THE METHODS OF TEACHIHG FOREIGN LANGUAGES TO YOUNG LEARNERS

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A teachers purpose is not to create students in his own image, but to develop students who can create their own image .

Annotation: The aim of this article is to introduce effective methods and learning ways of teaching young learners in the EFL classroom. Participants will engage in enjoyable activities designed specifically for young learners, such as songs, chants, finger plays find storytelling. In addition, participants will discuss approaches for teaching language within a meaningful context and share effective techniques for making language input comprehensible and encouraging learner participants. By the of the program, participants will be energized and ready to mace their young learners have fun with English.

Key words: Language development, useful activities, teaching pronunciation, comprehensible, enjoyable activities, storytelling techniques, integrate skills.

I can still remember me school lessons. Every day our teacher served up the same plan: Memorizing and repeating verbs, answering worksheets, taking dictation and repeating, repeating, repeating. It was so difficult to learn foreign language for us. That was 30 years ago! The prevalence of social media and the internets a whole have changed the way people to learn language-for the better. It`s imperative for modern language teachers to address the need sand interests of today`s pupils. But I think it is still so difficult to teach young learners for some of our teachers. Therefore I have some advise for teachers who have difficulties and problems in teaching young learners. Teacher needs to consider the age their pupils in order to teach them effectively, especially younger children. Use this tips for teaching young learners to best help your pupils.

Part I : Learning and teaching styles for primary students. How do children learn language? This workshop will fox on the characteristic of young learners and their learning styles that effect second language acquisition. In addition to a discussion on learning styles of primary students, this workshop will introduce useful activities and teaching ideas specifically designed for Teaching English to Young Learners (TEYL).

Part II : Songs, chants and poems! Children love to sing, chant, and be creative! The purpose of this workshop is to teach participants songs, chants and poems in English to use in the young leaner classroom. This means learning to sing , chant, and write poems as well as learning how to incorporate

them effectively into English lessons as good practice for teaching pronunciation, vocabulary, grammar, and all four skills.

Part III. Storytelling and more! Children love stories! The purpose of this workshop is explore the uses of storytelling to teach English to young learners. It gives the rationale for using stories as a meaningful context in which new language can be taught and as a course for cultural content. Demonstrations of storytelling techniques and activities for young learners will be given in order to show participants how to integrate skills and teach vocabulary and grammar and farm and interesting contexts.

Part IV. Increasing classroom interaction young learners need to speak out! English EFL teachers everywhere struggle to increase the quantity and quality of English spoken by there students in there classrooms. This workshop will introduce the basic interactions found in EFL classrooms and will demonstrate strategies for teachers create a more interactive and communicative classrooms particularly for young learners of English.

Language development in young learners. The children in your class are probably steal learning their own mother tongue. Although this is not going to cause a problem, remember that teaching grammar is probably going to be out of the question sense the will not even be able to apply to their own language and it will be extremely abstract for them to understand. Instead, concentrate on teaching simple useful language: colors, names, phrases and so on which are highly practical useful and relevant to classroom all their life.

Punishment and Young learners. Try to avoid using punishment with children (and with classes and general , but especially in the TEYL classroom) . There will be noisy at times and every so often their might even be tantrum. But stay calm and let it pass. Instead reward positive behavior . It is a slightly longer process buy worth it in the long run. Children will work because they want to please you. Rather than because they are afraid of you.

Mistakes from young learners. Avoid pointing out mistakes; instead, praise and point out correct English. Also you should encourage children working together in small groups, remember that young children can be very touchy about others in that class so you should avoid pushing students to work together when obviously one of them does not want to be their and would rather work with their friend.

How can you support your pupils learning style? Teachers have a tremendous influence on children. Understanding how a child learns can improve how we teach them . Early childhood programs are often organized anywhere that support the range of children`s strengths and needs.

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THE COMMUNICATIVE COMPETENCE OF TEACHING ENGLISH IN PRESCHOOL

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Аннотация: Ушбу мақолада мактабгача таълим ташкилотлари инглиз тили ўқитувчиларининг касбий маҳоратларини ривожлантириш ва коммуникатив компетенцияни

такомиллаштириш масаласи борасида муаллифлик асосида айрим тушунчалар ёритиб ўтилган.

President of the Republic of Uzbekistan Shavkat Mirziyoyev signed a resolution “On approval of the Concept for the development of the system of preschool education of the Republic of Uzbekistan until 2030” and approved the road map for its implementation in 2019 on 8 May 2019. The concept defined the goals, objectives, priorities and stages of the development of pre-school education in the medium and long term. The concept of development of the system of preschool education of the Republic of Uzbekistan until 2030 will be the basis for developing programs and sets of measures aimed at the development of the sphere of preschool education. The document envisages the solution of the problems of a shortage of qualified pedagogical personnel, an overload of state preschool institutions, an inadequate material and technical condition and a low percentage of the availability of educational and methodological materials of state preschool institutions.[1]

Nowadays, learning of a foreign language has become even more significant. The possibilities of a foreign language as a subject in the implementation of strategic kindergarten's focus on personality development is truly unique. It is known that preschool age is favorable for mastering a foreign language, since a small child has a well-developed long-term memory. The child is capable of more or shorter attention span, he has the ability to purposeful activity, he masters a sufficient vocabulary and stock speech patterns to meet their communication needs. In the process of mastering a new means of communication, children develop a correct understanding language as a social phenomenon, their intellectual, speech and emotional ability. When teaching preschool children, one should resort to frequent changes of species activities of children, given the instability of the attention of kids. The child does not get tired activity, but its monotony, and remembers well only what is interesting for him and evokes an emotional response in him. Mastering a foreign language in elementary level in kindergarten acts as the first step in the implementation of the strategic goal academic subject "Foreign language" At this stage, the foundations are laid communicative competence.[2 The proposed program aims to create a base for further study of a foreign language in primary school. The program reveals the content of accessible and understandable spheres of the child's life: acquaintances, toys, animals, household items, food ... The development of English material by children is carried out within the framework of a communication situation.

Rhymes, rhymes, songs are aimed at developing and improving pronunciation skills, creating a favorable emotional mood. Physical education not only relieve fatigue and stress in children, but also develop their attention and memory. Besides, children practice pronunciation. To create a communicative environment in interaction with children, it is important to maintain high activity of each child, it is necessary so that children feel the result of their efforts as early as possible. It is important, first of all, evaluate the child's success, not shortcomings. Even the smallest victory should be appreciated. The success of teaching and the attitude of children to the subject largely depends on how much the teacher conducts classes in an interesting and

emotional way. Of course, in the learning process foreign languages of preschool children, play is of great importance. Especially it is appropriate when the teacher uses game techniques, visualization, the more firmly the child learns material. Observations show: strengthening the child's self-confidence, as well as increasing his self-esteem, the teacher creates conditions for his success and achievements in the study of a foreign language. Even the correction of mistakes should proceed as a certain stage of the game.[3] As an optimal criterion for determining the first language / native, the factor sequence of acquisition and ownership: in the mother tongue, the mother begins to communicate with the child with the moment of his birth, or, to some extent, he is assimilated by the child in the womb. Under a second language acquired as a variant of a non-native language is perceived as a language, coming into a person's life in a natural language environment, as a rule, in a mode "Communication-learning" in the form of interaction "child-relative". A foreign language (a variant of a non-native language) is studied outside the conditions of its natural existence in the

educational process, in the form of interaction student-teacher" and not used in everyday communication.

There are psychological and physiological arguments indicating the preference early onset of language training in terms of mental and physiological development child:

- the ability of the brain to grow intensively during the first six years of life;
- the ability of children to deductive reasoning: noticeably manifested in natural behavior of children, in the remarks that children make when listening to stories, starting with 4 years old;
- congenital functional speech tendency of the child as his hereditary the ability to speak, master speech;
- well-developed phonemic hearing in children 4-7 years old;
- great ability to simulate the duration and intensity of sound, its spectral characteristics;
- the mobility of the articulatory apparatus, necessary for the formation of phonetic skills that are identical to native speakers, which, in addition to purely linguistic advantages, creates "psychological comfort" for children in another language; the most obvious benefit of early language learning is that children learning a second language before adolescence, most likely to have an almost accent less pronunciation;
- imprinting (from the English word "imprint" - to capture, fix in memory) -the ability to quickly memorize / use in speech not only phrases, but also whole proposals for children under 7 years old;
- the action of abstract memory (the ability of children to analyze and compare), allowing do not confuse two languages;
- permanent memory mechanism;
- the ability of children to absorb information with an amazing speed during the first six years of life;
- extraordinary sensitivity to language, in relation to language forms in preschool children age.[4]

Obviously, it is much more difficult to get children interested in learning than adults. For them lessons need to be carried out dynamically, actively, so that their attention is constantly included and aimed at assignments. On these principles, a game technique was created and practiced. Playing is the most entertaining and favorite activity for little students. They are among toys, familiar things, with a friendly, active teacher. Speak and understand English is taught in a game and audio form, with the help of cartoons, songs, fairy tales, games and other activities. The physical and emotional component of the lesson improves the memorization of words. Another one of the most popular methods of teaching a foreign language is use of information and communication methods such as computer equipment, multimedia, audio and more. The use of audio, video stories, fairy tales, cognitive material in direct educational activities contributes to the individualization of learning and development motivation of speech activity of preschoolers. It is the use of ICT in direct educational activity of a foreign language develops two types motivation: self-motivation, when the proposed material is interesting in itself, and motivation, which is achieved by showing the preschooler that he can understand the language that studies. It brings satisfaction and gives confidence in your strength and desire for further improvement. Preschool children perceive a foreign language as a new discovery. They only begin to learn the world around them, and competent acquaintance with a foreign language will allow achieve amazing results. Most researchers agree that special classes in a foreign language can be conducted with children 3-10 years old. The best thing learn a foreign language at 4-7 years old, when the child's native language system is already enough well learned, and he is conscious of the new language. It is at this age that there are still few stamps of speech behavior, it is easy to "encode" your thoughts in a new way, there are no big difficulty making contact in a foreign language. Children 4-7 years old are especially sensitive to linguistic phenomena, they have an interest in comprehension of their speech experience, "secrets of the language". At this age, there is a gradual change of leading activity, transition from play activity to educational one. A 4-5

year old child has a well-developed long-term memory. He remembers for a long time that he taught. But RAM is less developed. Time passes before the child learns to the first requirement to retrieve information from memory. Middle and senior preschool children have a rich imagination. This allows them easily and quickly get involved in the game situation. Children of this age are very sociable. The mnemonic activity of children of this age is still imperfect. They are dominated by involuntary memorization: well and quickly memorize what is interesting and causes emotional response. [5] Older preschoolers show interest in different ways expressions of thought, to language as a way of communication, to words specific to a given language, to writing. In language, children are interested in semantics (semantic side of speech), meanings words, can give their interpretation. Children of five to seven years old are quite sociable and inquisitive, and strive for an active knowledge of the world, and it is at this age that the process of immediate sensory knowledge is complemented by verbal.

Due to age characteristics, it is necessary to teach and develop preschool children exclusively in a playful way. When teaching children, it is recommended to use techniques that increase performance of children, the development of mental activity and curiosity, the formation elements of focused attention, arbitrary memory and imagination, initial forms conscious management of their behavior. [6] Children of five to seven years old have good speech hearing and tenacious language memory. They have the emotional-figurative perception of the language is also highly developed. Words attract them before everything, with its sound. The successful acquisition of foreign language by children becomes possible also because children are more flexible and faster than at subsequent age stages, memorization language material. In addition, play, being the main activity of a preschooler, allows you to make communicatively valuable almost any language unit. From with the help of the game, it is easier to include in educational activities. The game requires child of voluntary attention, voluntary memorization, emotional restraint.

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SOLVING THE PROBLEMS OF INTRODUCING METHODS OF TEACHING ENGLISH USING INTERNET RESOURCES IN THE EDUCATIONAL PROCESS

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Forming the foundations of digital competence with the help of modern multimedia and digital technologies, students, who are initially in different social and material conditions, acquire equal opportunities for self-realization in the future. For example, in order to create a multimedia presentation (to work on maintaining an electronic dictionary or use e-mail for educational purposes,

the student needs a computer with Internet access. Some students may not have access to such technologies outside the school.) if a teacher gives his students homework that uses digital tools, some of them will not be able to complete it.

Therefore, before giving students homework that involves using a computer and the Internet outside the school, the teacher should learn about the availability and accessibility of ICT tools for them at home. If any of the student group does not have access to digital tools outside of school, the teacher should either refuse the assignment or make it optional.

Another important challenge, in addition to bridging the digital divide that potentially exists between students, is to ensure the safety of students while using the Internet resources. Today, the virtual environment is very specific and carries many hidden threats, referred to as, as mentioned above, online risks.

When using digital tools in a secondary school English lesson, in our opinion, student behavior also poses a certain risk. After gaining access to a computer, students can be distracted by third-party activities on the Internet, instead of performing educational activities. So, the teacher should be able to monitor the work of students at the computer in the same way in order to prevent unwanted student behavior in class.

In addition, students may experience conceptual and technical difficulties in the process of using a computer, which the teacher must be able to quickly resolve. However, if the teacher cannot constantly approach the students' desks, the loss of precious lesson time will be critical in this case.

Thus, the main difficulties encountered when using digital technologies in an English lesson are:

- threats of inappropriate content of multimedia materials on the Internet;
- threats of damage to computer software by means of malicious programs;
- the problem of maintaining discipline in the classroom;
- the problem of operational technical support for students;

Today, all of these problems can be solved by installing special software.

Student monitoring and online technical support issues can be solved using TeamViewer. This program allows you to get remote access from one computer to another (s). With the help of this program, the teacher can not only see everything that happens on the monitor of the student's computer, but also control these computers as if he were sitting right behind him. For example, if a student has difficulty editing text in MS Word, the teacher can point him to the keys from his computer. At the same time, the student will instantly see the teacher's actions on his monitor.

In this way, the teacher is able to observe the actions of the students, provide instant support and assistance from the comfort of their own computer.

It should be noted that the program also has a portable version. This means that it can be saved on various storage devices (CD-ROM, USB-stick, external hard drive) and instantly installed on any computer, without having to download the program from the Internet. Using the portable version of the program will allow the teacher to be sure that the program will be accurately installed on all computers.

It is important to remember that this software is free for individual users only. The decision to purchase the TeamViewer software for use in classroom use should be at the discretion of the responsible person in the school.

With the help of the predictive-target unit, the stage of setting goals and objectives is carried out. The goal is to achieve a high level of communicative success, and involves solving a number of theoretical and practical problems. The main tasks are: the formation of communication skills, knowledge and skills. The content block performs organizational and training functions. The interactive-activity block allows you to carry out the communication process based on the technologies used, the creation of a conditionally communicative environment, and the modeling of communication situations.

The effective block performs analytical and evaluative functions. It includes determining the level of communicative success among students.It should be noted that the structural-functional model of the formation of communicative success by means of educational discourse is real in origin, social in terms of substance, polysyllabic in its level, open in the nature of interaction with the external environment, dynamic in terms of continuity and variability, purposeful in the presence of goals and the corresponding tasks, integral-functional in the nature of the construction of content, the coherence of its structural elements and their corresponding functions.

To achieve communicative success in an innovative environment, it is possible to use the following types of educational technologies:

Information technology - teaching in an electronic educational environment in order to expand access to educational resources (for example, educational platforms "Open Education" and c"Coursera"), building individual learning paths. Information technologies create real conditions for the development of additional skills and strategies in students, which was impossible to such an extent on the basis of traditional means.

Teamwork is a joint group activity under the leadership of a leader, aimed at solving a common problem with the division of powers and responsibilities.

Case-study - analysis of real problem situations that took place in the field of technology entrepreneurship and innovation, finding the best solutions.

The game is a role-playing imitation of real activity with the performance of the functions of specialists in various places.

Problem-based learning - stimulation of self-acquisition of knowledge necessary to solve a specific problem. Contextual learning - motivation to assimilate knowledge by identifying links between specific knowledge and its application. At the same time, knowledge, skills, and abilities are given not as a subject for memorization, but as a means of solving professional problems.

Experience-based learning is the activation of cognitive activity by correlating one's own experience with the subject of study.

The structural and functional model of the formation of communicative success by means of educational discourse is based on the following principles: tolerance, axiologization, dialogicity, personal and semantic context, communicative cooperation, professional orientation. The above principles, highlighted in the model, act as an "instrumental expression of the research concept given in the categories of activity"], since they are in the nature of general instructions, rules, norms that regulate the process of forming communicative success by means of educational discourse, designing productive pedagogical relations, contribute to the practical implementation of the process and achieving the set goals.

The target block of the model is systemically important, reflecting the taxonomy of goals and the specification of the corresponding tasks. When developing a model for the formation of communicative success by means of educational discourse, the choice of organizational forms, methods and means of the process under study, which are reflected in the content block of the model, becomes essential.

In the course of the implementation of the substantive block of the model, the interpersonal relations of the subjects of educational discourse become more active, accumulating the processes of mutual understanding, empathy, methods of action, the development of thinking, the development of communicative, reflexive abilities, the development of cultural norms and patterns of student behavior in society, in relations with other people.At the same time, the main mechanisms for the implementation of the selected forms and methods of forming communicative success in the author's model are: activity, reflection, cooperation of students, culture as a way of life and thinking, which is created in the process of interaction with other people.

For the effective functioning of the developed model, we have identified a set of the following pedagogical conditions: optimal integration of technological and humanitarian components in the content of education; strengthening the communicative orientation of the content of the educational

process; organization of constructive interaction of educational subjects; development of media communication literacy of students in the information and educational environment.

The result of the implementation of the created model is a certain level and quality of communicative success, expressed in the formation of motivational (value-semantic attitude to the partner's personality; search for ways to optimize interpersonal and professional communication), cognitive (knowledge in the field of communicative success and professional communication; ideas about the characteristics and specifics of activities) , activity (communication skills; active participation in communicative activity) components and their corresponding indicators.

Thus, the developed structural and functional model of the formation of communicative success by means of educational discourse is based on culturological, activity and communicative approaches, reflects the target, meaningful, effective structural blocks in the coherence of functional connections (regulatory, informational, value-orientational, culture-constructive), is implemented according to the selected principles, contributes to the achievement of the projected result, expressed in a high level of communicative success.

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PECULIARITIES OF TEACHING SPECIALIZED VOCABULARY FOR NON-LINGUISTIC SPECIALTIES

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Abstract. The article discusses the main features in teaching a foreign language for ESP students in a specific sphere. Significant issues related to teaching process in higher education system have been considered. An emphasis is made on the high role of active (innovative) methods and the implementation of a personal-activity approach in teaching are noted. Possible solutions to solve some problems have been presented with examples.

The importance of the role and place of specialists who speak one or more foreign languages is increasing due to the strengthening of international relations in the economic and socio-political fields. So, thanks to the knowledge of a foreign language, students can study foreign media, professional, fiction, communicate with foreign specialists, etc., supplementing their knowledge in professional and other fields. In addition, for modern and foreign companies conducting international activities, qualified employees with deep knowledge of one or several foreign languages are necessary.

Teaching a foreign language involves the formation of a general cultural foreign language competence, which includes communicative, cognitive, compensatory, intercultural and discursive components. For the successful formation of all these components, students need to know the vocabulary and grammar of the foreign language being studied. At the same time, vocabulary still plays an imperative role. The goal of teaching a foreign language is to be able to communicate in a foreign language. And, of course, the richer and more diverse a student's vocabulary, the more freely

he will speak and express his thoughts in English. In this connection an emphasis should be placed on the methodology and tools for teaching vocabulary, in particular in a non-linguistic university.

Teaching foreign language vocabulary is a compulsory stage of the educational program in higher education and is carried out traditionally at the initial stages. Teaching should be based on an integrated approach, in other words, it is necessary to ensure the repetition of lexical material in lexical-grammatical, phonetic exercises, tests, dialogues, creative and project tasks. However, at present according to some scientists' point of view, in modern textbooks in teaching a foreign language, the methodology of teaching vocabulary is not effective enough. When presenting lexical material, two techniques are used in most textbooks: students are either offered some word lists to memorize, or words have to be memorized as they appear in the exercises. But in both cases, the input dictionary is not systematized in the general list. This method, undoubtedly, cannot prevail in the system of teaching foreign language vocabulary, because the development of knowledge, skills and abilities in this area involves the use of a systematic approach. Unfortunately, in some modern textbooks, words are traditionally introduced that are not related to the topic being studied, they are rarely found in authentic texts, and therefore are little used. Accordingly, the teacher often has to correct the word lists, proactively build the educational process to meet the program requirements of the educational organization. The study of vocabulary by memorizing isolated words has another significant drawback: the studied word is correlated with one specific word of the native language; as a result, special attention is not paid to the peculiarities of the lexical system of the target language, which leads to interference and lexical errors in oral and written speech.

Initially, the needs of the student should be an important factor which is defined as a focus, a prerequisite for action. Without a need, the student's vigorous activity will not arise, motives will not develop and the goals of the activity will not be determined. In this regard, motivational component is an extremely important factor for memorizing the material. The teacher should first of all find out students' need for new experience, to the cognitive need. In this case, a type of motivation arises in which the process of acquiring new knowledge coincides with the goals of the activity - cognitive motivation. Cognitive needs and cognitive motives are the basis of educational activities, their strengthening and development contribute to an increase in the effectiveness of educational and cognitive activities, provide an opportunity for the manifestation of creative abilities, creative thinking. Therefore, the content of educational activities, in which cognitive needs are realized, is an extremely important factor in teaching a foreign language. Students with positive intrinsic motivation are dominated by the need to master the subject, interest in its content. When studying a foreign language, the satisfaction of cognitive needs gives the student the opportunity to feel knowledgeable, competent, which is extremely important for a future specialist. At the same time, the teacher has the opportunity to select all the necessary materials for organizing the educational activities of students, contributing to the formation of cognitive motives of students, increasing the level of internal motivation for learning.

Considering those ideas, for students of non-linguistic universities studying foreign language vocabulary, the following criteria are important for effective learning:

- The teaching material should have a personal significance for the student and be used in speech statements about familiar topics of discussion, for example, in the context of a future professional sphere. This condition increases the motivational factor in learning a foreign language.
- In the process of teaching foreign language vocabulary, the student should act as a subject to determine the list of the most significant lexical units on the topic, their connections and mastery of them. In this context the student acts as the creator of his own "educational scope", regardless of the level of language proficiency.
- It is worth agreeing with the opinion of O.Yu. Digtyar [1] that incidental learning in the development of foreign language lexical knowledge is especially significant in formation of skills and abilities, as well as an increase in learning efforts to master service-structural and abstract (non-thematic) vocabulary.

Today in terms of methodology of teaching foreign language vocabulary in a non-linguistic university there are fairly a wide range of different methods of teaching foreign languages, some of which are focused on long-term training, and some on express training. So, according to of S.I. Lebedinsky and L.F. Herbik, there are the following methods of teaching a foreign language, depending on the linguo-methodological approach [2, p. 42-43]:

1. The grammar-oriented emphasis is placed on the language system, this knowledge is considered a necessary condition for language proficiency as a means of communication; the main object of study is grammar, which is likened to logic, and vocabulary is viewed as an illustration of grammatical phenomena, such as translation, grammatical translation, comparative, consciously comparative, transformational. However, such approach to understanding the goals and objectives of language learning only leads to mechanical memorization.
2. Behavioral (mastery of speech is based on the stimulus-response paradigm): structural, audiolingual, cognitive.
3. Communicatively oriented (the main point is the principle of active communication; the process of learning a foreign language is a model of the natural process of communication in this language): audiovisual, integral, consciously practical, communicative, communicatively individualized and active method with suggestive elements.
4. Intensively-oriented (accelerated mastery of oral types of speech activity, i.e. speaking and listening in a short time of study): suggestopedic, emotional-semantic, method of activating students' reserve capabilities, intensive method of teaching students' oral speech, suggestive cybernetic, accelerated course of study spoken language by immersion.

In addition to the main methods that are relevant for teaching foreign language vocabulary, among which are audiovisual, audiolingual ("a method of teaching a language that involves repeated listening to audio recordings and pronouncing language structures and speech patterns, which leads to their automation" [3, p. 177]), cognitive and etc., the methods of the suggestive group become relevant. Suggestopedic teaching method is "a system of introduction and consolidation of speech material in communication situations that imitate the natural speech environment, as well as the activation of students during the educational process and the mobilization of their hidden psychological reserves" [2, p. 52]. In this context, active (innovative) methods are interesting and practically significant. As E.N. Yergaliev mentions, their emergence and development in higher education is due to the fact that learning as a whole is faced with new tasks - "not only to give students knowledge and skills in a specific area, but also to ensure the formation and development of cognitive interests and abilities, creative thinking, skills of independent mental labor" [4].

Considering above-mentioned suggestions, it can be noted that playful and illustrative-explanatory methods can be actual active methods of teaching foreign language vocabulary for students of non-linguistic specialties. So, active game exercises for mastering and (or) improving every day or professional foreign language terminology, contributing to more effective memorization of not only specific scientific terms, but also their meaning with the mandatory use of an audiovisual approach (for example, through an interactive whiteboard, the Videotext program, etc.)

From the point of view of L.G. Karandeeva, the play method has a high practical potential, since, for example, all those actions, attitudes and intentions that are components of translation activity can be incorporated into the scenario of a role-playing game [5, p. 21]. The method under consideration gives non-linguistic students the opportunity to explore, understand and acquire practical skills that can greatly facilitate future professional communication. In addition, the creative nature of games allows you to create a learning language environment, including all participants in the educational process in its space, while promoting creative search, self-expression, and self-development of students.

The most successful way in teaching specialists in a certain sphere is through linguistic corpora. Thus, Corpus of Contemporary American English (COCA) is recognized as one of the largest corpuses of the English language. It is the only large corpus of American English with 445

million tokens. It contains in equal proportions oral speech, fiction, magazine articles, newspapers, scientific texts.

Thus, at the Synergy University at the Faculty of Design, in foreign language classes, teachers actively used game and illustrative-explanatory methods in combination with ICT during one semester of study. Experimental classes were held in the second year of study, as students have already mastered the initial skills in the field of their future specialty. According to the curriculum, classes were held once a week for two academic hours. The teachers devoted about a third of the class to vocabulary training. In the classroom, the instructor suggested reading and discussing a short article from an authentic magazine in English, dedicated to "Web Designer". The selection of material was influenced by the following text characteristics [6]:

- volume;
- authenticity;
- professional orientation.

Articles of no more than 2,000 printed characters were selected for reading in order to maintain interest during the lesson among students and not to cause a feeling of “difficulty” among the readers. In addition, at the initial stage, preference was given to descriptive texts of a professional orientation (presentation of new technologies, instructions for creating projects). During the discussion of the articles, an analysis of professional vocabulary was carried out, ways of translating it into the native language. Students actively participated in the search for the necessary translation and interpretation of the proposed professional vocabulary, and also gave options for using new words in their examples. At this stage, the teachers of the discipline "Web-design" were involved to clarify the meaning of certain lexical units.

As homework assignments, students were asked to describe the process of creating a layout for the interior of an apartment, office or store in a foreign language. The students chose the object on their own, based on their own interests and preferences. In the process of completing the creative assignment, students used the linguistic corpus of the English language. In this case, all unknown words were recorded in individual dictionaries. Students voiced the prepared material in front of the group, actively discussing the feasibility and effectiveness of the proposed action algorithm. It should be noted that at this stage, almost all students were involved in a live discussion of the process of creating models. Then the students, using special programs, designed the proposed interior using computer programs in (3D three dimensions) and described the created product in English. For convenience, students were divided into working groups of 2-3 people. During the lesson, students presented their models by commenting on their slides.

At this stage, the role-playing game “Presentation of an interior (design) layout to a foreign customer” was effectively used, where one of the groups of students was in the role of a design team, while others played the role of customers. After the presentation of the product, various types of questions were asked using professional vocabulary.

At the end of the semester, teachers noted an increase in students’ proficiency in professional vocabulary. In addition, the skills of oral monologue and dialogical speech improved. The students themselves expressed interest in such assignments, noting their professional value.

In the process of a long and continuous study of a particular foreign language, students of non-linguistic universities must learn to communicate in this language and implement a speech intention to establish contact and mutual understanding with native speakers of another language, in other words, they must master a foreign language as a means of communication, as well as the ability to use the oral and written side of the studied language. In this system, a special role is given to teaching foreign language vocabulary. As a result, teaching foreign language vocabulary is a formed set of lexical knowledge, skills and abilities of their use in various contexts, as well as a strategy and tactics for mastering lexical material. In order to obtain an effective result, it is advisable to focus on the methodology and teaching tools. In this article, the focus is directed on innovative, proactive methods that, when combined with traditional methodology, will have better results. Moreover, the practice of

working with linguistic modules will be relevant and interesting for students to reach the “stage” of language competence. It should be marked that the use of corpus linguistics as a tool for teaching foreign language vocabulary for students of non-linguistic specialties serves to maximize linguistic visibility - demonstration of language means using examples from speech, the right choice of vocabulary and grammar by means of the target language, which makes it possible to prevent errors in word formation and word stress. Words and combinations that are often used by native speakers, learned by students in the process of research activities, become meaningful for students and form their lexical and grammatical skills. Also, research activities develop cognitive skills and the ability to independently and correctly use the language.

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УЗНАВАНИЕ И ВОСПРИЯТИЕ МНОГОЗНАЧНОЙ ЛЕКСИКИ В КОНТЕКСТЕ

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Resume. The following article is devoted to one of the main problems of semasiology-recognition and perception the graphic material, where the author presents the methods of teaching polysemy while reading texts on specialty at lessons of English language.

Принятый Президентом Республики Узбекистан И.А. Каримовым Постановление “О мерах по дальнейшему совершенствованию системы изучения иностранных языков” от 10 декабря 2012 года (где говорится о том, что “… анализ действующей системы организации изучения иностранных языков показывает, что образовательные стандарты, учебные программы и учебники не в полной мере соответствуют современным требованиям, особенно в части использования передовых информационных и медиа-технологий”), дает нам суждение о том, что система обучения иностранным языкам не дало ожидаемых результатов и не оправдало свои надежды. Этим постановлением подтверждается важность “создания комплексной системы обучения иностранным языкам, направленная на формирование гармонично развитого, высокообразованного, современно мыслящего подрастающего поколения, дальнейшую интеграцию страны в мировое сообщество”. [1]

На каждом этапе непрерывного обучения иностранному языку (в нашем случае английскому языку) обучающиеся овладевают четырьмя основными видами речевой деятельности: аудированием, говорением, чтением и письмом. Процессы говорения и чтения,

являющиеся важнейшими видами совместной деятельности, в ходе которой говорящие и читающие преследуют конкретную цель: передачи и обмен информации, воздействия на собеседника и контролирование его эмоциями и поведением, подчиняются определенным правилам и регулируются целым рядом факторов, среди которых важное место занимает стремление к взаимопониманию и сотрудничеству. В данном случае значение слова выступает как универсальный языковой знак.

Усваивая многозначную лексику английского языка, студенты языковых и неязыковых вузов извлекают отдельный сегмент еще неизвестной им картины и пытаются совместить его со своей собственной, заданной ему родным (русским, узбекским) языком. Именно это обстоятельство является одним из серьезных препятствий в изучении английского языка и составляет для многих студентов серьезную трудность.

В средне-специальном образовании на занятиях по иностранному языку основной упор делается на говорение, где учащийся сталкивается с усвоением грамматики и лексики языка. В высших же учебных заведениях основной упор делается на чтение графического текстового материала по специальности, где необходимо будет понять и усвоить суть контекста. В результате ознакомления с графическими текстами студенты нередко сталкиваются с рядом трудностей, а именно с узнаванием, восприятием и осмыслением полисемантичных лексических единиц.

В данной статье мы постараемся описать приемы обучения лексической полисемии и, обратим внимание на трудности узнавания и восприятия полисемантической лексической единицы при чтении текстов на английском языке, также предложим методические рекомендации в преодолении трудностей такого рода.

Как уже было упомянуто выше, при изучении любого языка, в частности английского, возникают своего рода трудности Одним из таких значимых трудностей является восприятие и узнавание полисемантичных лексических единиц. Полисемия – это такое внутреннее строение слова, когда одна материальная оболочка способна объединить несколько понятий, которые реализуются в форме иерархически организованных лексических значений, обладающих семантическим признаком. Она не нарушает закона единства слова и понятия. В то же время полисемия – это ярчайшее доказательство того, что основу значения слова составляет понятийное содержание, которое является его источником и базой.

Особое внимание следует обратить на многозначные слова в контексте. Здесь следует найти правильный подход в определении нужной формы полисемантичного слова. Ведь, если встретить в тексте слово bank, то при переводе у читающего возникнут ассоциации данного слова с родным, т.е. bank – a financial establishment that uses money deposited by customers for investment, pays it out when required, makes loans at interest, and exchanges currency. Однако данное слово не всегда можно рассматривать в этом значении. Рассмотрим пример: “Don't bank on your relatives to help you out of trouble”. В этом случае мы видим другую сторону этого слова (bank on полагаться на (кого-л. / что-л.)). “New Orleans stands on the banks of the Mississippi River.” – берег (реки). [3]

Из примера видно, что полисемантичные лексические единицы и представляют основную трудность при переводе английской научной и технической литературы. Поэтому при прохождении учебного материала необходимо проводить систематический анализ грамматических форм в различных контекстах, обращая особое внимание на многозначные формы.

К сожалению, при переводе текста хорошее знание слов из словаря-минимума не является ценным приобретением, так как эти слова не вызывают никаких трудностей при переводе. Например, хорошо усвоив глагол to mean — «signify», можно подставить ему известное значение при переводе прилагательное mean, существительное means, сочетания by any means, by means of и т. п.; account может ассоциироваться со значением «a report or description of an event or experience» если не знать его других сочетаний: to account for, to take

into account, on this account. Твердо зная, что question – «a sentence worded or expressed so as to elicit information», обычно читающий не имеет представления о том, что to question значит «a doubt about the truth or validity of something» и не знаком с сочетаниями in question, out of question, beyond question. [3] В результате возникают такие положения, когда при переводе все слова понятны, а смысла нет.

В своих исследованиях А.Л. Пумпянский выделяет два понятия относительно словарей-минимумов, такие как «псевдо-простые слова» и «частотные» - однозначные слова. Он утверждает, что словари-минимумы явились основной причиной возникновения проблемы «псевдо простых» слов и в отличие от частотных слов псевдо простые слова встречаются в тексте относительно редко, но именно они специфичны для английской научной и технической литературы тем, что их неправильный перевод резко изменяет смысл предложения. Своеобразие этих слов заключается в том, что они кажутся очень простыми и, на первый взгляд, не представляют трудностей при переводе. [2, 69-70]

Очевидно, что умение точно и правильно интерпретировать информацию с одного языка на другой не может быть обеспечено владением «частотными» словами, отмеченными в словарях-минимумах. Наоборот, при усвоении и восприятии лексического материала необходимо настойчиво освобождать обучающегося от простого восприятия «частотных» слов как однозначных единиц и приучать их видеть различные значения слов и словосочетаний, характерные для языка специально отобранной литературы.

Основная задача студента – это уметь различать трудности перевода в любом контексте, используя грамматические формулы и, зная те слова, выражения, сочетания и обороты, которые, как правило, приводят к неправильному переводу, независимо от тематической направленности текста. Во избежание подобных трудностей рекомендуем следовать следующим методическим рекомендациям:

– концентрировать внимание на тех словах, которые вследствие своей полисемантичности, неправильной аналогии с другими словами, словами одного с ними корня или ошибочного графического восприятия, часто переводятся неправильно и приводят к искажению смысла оригинала;

– сфокусировать особое внимание на слова и словосочетания, обеспечивающие логическую связь и уточняющие мысль – в пределах одного предложения;

– анализировать каждый новый текст, как если бы делался анализ трудного текста по специальности, причем надо рассматривать все языковые явления, встречающиеся в данном тексте, даже если смысл текста или предложения сам по себе совершенно ясен;

– обращать основное внимание не на расшифровку значений узких терминов, а на освоение общих закономерностей языка и стиля данного текста, произношения, словарного состава и грамматического строя;

– делать интерпретацию текстов не механически и интуитивно, а с выявлением всех особенностей, присущих специальной литературе. Необходимо дальше работать над умением сознательно подходить к тексту, над совершенствованием привычки разбираться во всех его формах, оборотах и конструкциях.

Приблизительная догадка и улавливание общего смысла прочитанного, интуитивная догадка не должны иметь места. Только сознательный и правильный лексико-грамматический анализ гарантирует правильную перцепцию смысла контекста и мысли автора.

При прохождении материала учебника основное внимание необходимо сосредоточить на тексте урока, в котором всегда присутствует много контекстуальных трудностей. Для этого каждый данный графический материал, начиная с первого, следует переводить, делая лексический и грамматический разбор каждого предложения. Следует заметить. Что только при правильном подходе к систематическому анализу всех предложений контекста можно быть уверенным в том, что это обеспечит появление навыков сознательного подхода к языковому материалу, развит навыки лексико-грамматического анализа и подготовит почву

для распознавания потенциальных трудностей чтения и восприятия текста. Активное владение этими навыками уже на первом этапе изучения иностранного языка направят обучающегося правильному восприятию значения полисемантических лексических единиц при чтении специальных текстов на английском языке.

Использованная литература:

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INNOVATIVE TECHNOLOGIES IN TEACHING SPEAKING TO THE ESP STUDENTS THROUGH READING MATERIALS.

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Annotation : This article discusses innovative technologies used in teaching speaking in non – linguistic classes . It shows the ways of teaching reading using materials and improving the quality of teaching foreign languages in ESP classes.

In recent years, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language.

These innovative technologies are:

- Pupil-centred teaching technology;
- Health saving technology;
- Gaming technology;
- The technology of communicative teaching of foreign culture;
- Problem-based teaching;
- Elements of intensive technique;
- Scriptwriting context technology;
- Informational – communicative technology;
- Project technology;
- Cooperative learning and etc.

Let's consider some of them.

According to pupil-centered teaching technology in the center of teaching is a pupil himself, his motives, goals and unrepeatable psychological warehouse. The teacher determines teaching aim of the lesson, organize, direct and correct teaching process on the assumption of pupil's interests, the level of his knowledge and skills in the context of this approach.

At the lessons it is necessary to memorize, speak, write, read, listen and analyze the information a lot that is why the teacher should pay special attention to health saving technologies. Using ways of health saving technologies (physical minutes, movable games, different usage of

healthy living rules and etc.) gives the opportunity to form stable needs and value orientation of the students to save and strengthen the health.

Gaming technology. A game is the strongest motive in students' language acquisition. While playing, students are involved in teaching process with pleasure without any special effort. High school students of all ages play with joy especially if the game has a form of competition and requires savvy, quick reaction and good knowledge of the subject. Game methods are very diverse. Each game has its own function and contributes the accumulation of linguistic material, fixes acquired knowledge and forms speech skills and competencies. Games develop concentration, remove the fatigue, raise pupil's mental activity, create the atmosphere of keenness. Teaching games help to make the foreign language teaching process interesting and creative.

Problem-based teaching supposes an independent decision of cognitive and creative tasks through critical reinterpretation and augmenting of knowledge and skills. This technology allows realizing the condition of formation in students cognitive universal activities, create the atmosphere of co-creation in communication, involving the emotional pupil's sphere, personal pupil's interest, joint searching for truth, self-assessment, self-correction and self-sufficiency.

At the heart of methodical system of intensive technique is the method of activization of personal and group opportunities which are characterized by active using of psychological and social – sychological personal and group opportunities (students communicate to each other actively, broaden their knowledge and improve skills and competencies).

Scriptwriting context technology is based on the principles of business communication and playing situation of business communication in learning process such as interview, discussions, high school business situation.

Informational – communicative technology is a powerful way of teaching, control and management of learning process, i.e. this is the most important option of social and cultural system. Internet resources are usual and comfortable way of knowing the foreign countries' cultures and nation, communication, getting the information and inexhaustible source of education process.

One of the methods of students' activization in the foreign language teaching process is project technology when the pupil plans, creates, protects his projects themselves, i.e. students are involved in the process of communicative activity.

Tutorial project is a complex of search, investigative, calculated, graphical and other types of work which are realized by students themselves with the view of practical and theoretical decision of significant problem. Thus innovative technologies which were examined significantly enrich foreign languages teaching and make it diverse. Replacing monotonous work new intellectual creative searching form comes where a new type of personality appears. This person is active and purposeful and is oriented to permanent selfeducation and development.

Adapting materials for mixed ability classes can take different forms. One way to adapt materials is to rewrite reading texts and grade the language accordingly for different levels. In an ideal world where a teacher has all the time in the world to prepare their classes this may be the perfect solution. However, the reality is that this sort of adaptation is extremely time consuming and not many teachers can actually go to this length to adapt materials for mixed level groups. Another problem that can arise with this sort of adaptation is that it can be awkward to give out different texts to different students. There's a danger that they will instantly realize that they have been labelled as a weak or strong student and, in the case of the weaker students, this will no doubt effect their motivation.

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XORIJIY TILLARNI O'RGANISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARNING O'RNI.

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Annotation: The purpose of modern pedagogical technologies and innovations in foreign language teaching is to get the best results from the money or effort spent. Unlike other spontaneous innovations, pedagogical technologies and innovations form a mechanism of controlled and controlled change.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o'sib bormoqda. Har bir sohoda taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fan ham katta o'zgarishlar, sezilarli yutuqlarga erishmoqda. Har bir fanni yangi innovatsion pedagogik texnalogiyalardan foydalanib talabalarga yetkazib berish bubungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O'zbekiston Respublikasining birinchi Presidenti Islom Abdug'aniyevich Karimovning 2012 yil 13 dekabrdagi PQ 1875-sonli qarori qabul qilingandan so'ng mamlakatimizda chet tillarini o'qitilishga, o'rganishga bo'lgan e'tibor yanada kuchaydi. Yurtimizda chet tillarni o'qitishda yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o'tilish jarayonida ilg'or pedagogic texnologiyalarni, interfaol, innavatsionusullardan, kommunikativ-axborot vositalardan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (GEFR)ga mos ravishda yangi usul va talablari ishlab chiqilgan.

Mustaqillikning dastlabki kunlaridan boshlab xorijiy tillarni o'rganish davlat siyosatining ustuvor yo`nalishi sifatida e'tirof etilgan. Bugungi kunda oldimizga qo`yilgan buyuk maqsadlarimizga, ezgu niyatlarimizga erishishimiz, jamiyatimizning yangilanishi, hayotimizning taraqqiyoti va istiqboli, amalga oshirayotgan islohotlarimiz, rejalarimizning samarasi taqdiri eng avvalo, xorijiy tillarni zamon talablariga javob beradigan yuqori malakali, ongli mutaxassis kadrlar va zamonaviy ped-texnologiyalar bilan o'rganish eng muhum omil hisoblanadi. Bugungi kunga kelib jamiyatning yangilanishi, hayotimiz taraqqiyoti va istiqboli, amalga oshirilayotgan islohotlar samarasi taqdiri, Respublika mustaqilligi va bozor iqtisodiyotiga mos ijtimoiy-iqtisodiy siyosatni shakllantirish va bularning barchasi zamon talablariga javob beradigan yuqori malakali mutaxassis kadrlarimizning xorijiy tillarni bilishi yuqoridagi omillarga erishishimizda imkoniyat eshiklarini ochadi. Xorijiy tillarni jamiyatga isloh qilish uchun o`qituvchi va murabbiylarni qayta tayyorlash, yuqori malakali, raqobatga qodir mutaxassislar tayyorlash bo`yicha ta'lim muassasalarining faoliyatini uyq`unlashtirish, ilq`or pedagogik texnologiyalarni, pedagogik innovatsiyalarni ta'lim jarayoniga kiritish hisoblanadi. Ammo ilq`or pedagogik texnologiyalar va innovatsiyalar o`z-o`zidan ta'lim tizimiga kirib kelmaydi.

Xorijiy tillarni o'qitishda zamonaviy pedagogik texnologiyalar va innovatsiyalarning maqsadi, sarflangan mablaq` yoki kuchdan eng yuqori natija olishdan iborat. Boshqa turli-tuman o`z-o`zidan paydo bo`ladigan yangiliklardan farqli o`laroq, pedagogik texnologiyalar va innovatsiyalar boshqariluvchi va nazorat qilinuvchi o`zgarishlar mexanizmini tashkil etadi. O'z navbatida pedagogik texnologiyalar bilan birgalikda innovatsion faoliyatning tuzilishini o`rganib chiqqan olimlardan biri V.Slastenin uni quyidagicha tuzilishga ega deb ko`rsatib o`tadi: «Innovatsion faoliyatning tuzilishi-ijodiy yondashuv, ijodiy faollik, yangilikni kiritishga texnologik va metodologik tayyorgarlik, yangicha fikrlash, muomala madaniyati. Innovatsion faoliyatning darajalari: reproduktiv, evristik, kreativ bo`lishi mumkin». Innovatsion faoliyat davrida yangiliklar, innovatsiyalar, tom ma'noda ta'lim jarayoniga kirib keladi. O`qituvchini innovatsion faoliyatga tayyorlashda bir qator psixologik to`siqlar mavjud. Bularning birinchisi o`qituvchining o`zi ko`nikkan faoliyat chegarasidan tashqariga chiqishi juda qiyinligi, ya'ni o`qituvchilarda ijodkorlikning yetarli emasligi bo`lsa, yana bir sabab yangi va noma'lum narsalar har doim odamlarda

cho`chish va xavfsirashni keltirib chiqarishidir. Yana shuni ham qo'shimcha qilib ketish kerakki, innovatsion faoliyat – bu ilmiy izlanishlar, ishlanmalar yaratish, tajriba – sinov ishlari olib borish yoki boshqa fan-texnika yutuqlaridan foydalangan holda yangi texnologik jarayon yoki yangi takomillashtirilgan mahsulot yaratish bo`lib, uning progmatik xususiyati shundaki, u g`oyalar maydonida ham va alohida bir sub'ektning harakat maydonida ham amalga oshirilmaydi, balki bu faoliyatni amalga oshirish tajribasi kishilar hayotida hammabop bo`ladigan holdagina haqiqiy innovatsiya hisoblanadi.

Innovatsion faoliyatning asl mazmuni amalda yangi ped-texnologiyalarning shakllanishi bo`lib, uning natijasi innovatsiya sifatida yuzaga kelgan ixtironi–loyihaga, loyihani – texnologiyaga aylantirishga yo`naltirilgan faoliyatdir. Innovatsion faoliyatda ilmiy tasavvurlar akademik ilm mantiqi bo`yicha tuq`ilmaydi, balki rivojlanish jarayonining modifikatsiyalari qo`llab-quvatlanishi natijasida rivojlanayotgan amaliyot mulohazasidan paydo bo`ladi.

Hozirgi kunga kelib kundalik hayotimizda xorijiy tillarda fikr yuritish, erkin nutqni amalga oshira olish qobiliyatlarini rivojlantirish, intellektual faoliyatini shakllantirish, ularning tayyorgarligini baholash masalalari bilan YUNESKO, YUNISEF, Yevropa Universitetlari Assotsiyatsiyasi, Oliy Ta'lim Sifatini Ta'minlash Yevropa Tarmog'i kabi tashkilotlar shug'ullanmoqda. Bu masalaning umumiy tendensiyalarda rivojlanishi zamonaviylik va yosh avlodda chet tiliga oid malakalarning shakllanishida katta ahamiyat kasb etib, zamonaviy tarbiya muammolari bilan bog'liq holda talabalarning ijodiy qobiliyatlarini oshirishga xizmat qilmoqda. Respublikamiz ta'lim tizimini isloh qilishda xorijiy tajribalarga asoslangan xalqaro standartlarga mos keluvchi o'quv dasturlari bilan muvofiqlashtirish oliy pedagogikta'lim tizimini takomillashtirishga asos bo'ldi. O'zbekiston sharoitida milliy mintalitetimiz, urf-odatlarimizni inobatga olgan holda xorijiy tajribalar asosida ta'lim sifatini tubdan isloh qilish davr talabidir. Shu bois respublikamizdagi barcha ta'lim tizimida bo'lajak kadrlarni ishlab chiqarish va ilmiy maqsadlar uchun zarur bo'lgan vositalardan foydalanish jarayonida qo'llaniladigan adabiyotni o'qish, xorijiy tildagi og'zaki muloqotda ishtirok etish ko'nikmasini shakllantirish maqsadida chet tili darslarini ko'paytirish va samarali tashkil qilish eng asosiy vazifalardan biri. Yosh avlodni xorijiy tillarda o'qitish hamda shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlashni takomillashtirish negizida, yoshlarning jahon tamadduni yutuqlari hamda butun dunyo axborot resurslaridan foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirish uchun shart-sharoitlar yaratish asosiy maqsad qilib qo'yildi. Mashhur nemis olimi Y.V. fon Gyote aytganidek: "Kim chet tillarini bilmasa, u o'z tilini ham bilmaydi".

Hulosa o'rnida shuni aytish mumkin, barcha sohalarda mutaxassislar tayyorlash jarayonlarida ta'lim tizimi ustuvorligini, jumladan, xorijiy tillarni o'qitishning yangi pedagogic texnologiya-mexanizmlarini va innovatsiyalarning joriy etishni ta'minlash muhim ahamiyat kasb etadi. Zero, xalqlar o'rtasidagi aloqa, ma'naviy va boshqa muloqotlar til orqali namoyon bo'ladi. Xorijiy tilini o'qitish maqsadlari jamiyat talabi, ijtimoiy buyurtmasi, sharoiti, siyosatidan kelib chiqqan holda belgilanib,.maqsadi jamiyat taraqqiyotiga va rivojlanishiga bog'liq. Har bir Oliy ta'lim muassasalarida xorijiy tillarni o'qitish, o'rgatishda o'z maqsadlariga ega bo'lganligi va xorijiy tilidan ta'lim berayotgan barcha murabbiylar, albatta, uni oldindan aniqlab olmog'i darkor.

Foydalanilga adabiyotlar:

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MODERN TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE.

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Annotation. The article is devoted to the problem of using multimedia in the course "Foreign language". It reveals the role of the integrated use of multimedia in an English lesson, gives the concept of multimedia teaching aids and defines their function. The article provides examples of exercises based on multimedia educational tools and describes the pedagogical experience of methodologists and teachers in using multimedia in a foreign language lesson.

The formation of innovative technologies for teaching foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of a new formation. The introduction of new technologies is also extremely important due to the fact that the new 21st century imposes different requirements on university graduates than the technocratic society of the 20th century. The teaching technology of the last century, based on the logic of science, on the principle "from knowledge to skills" should turn into a technology based on the laws of students' cognitive activity, orientation in teaching, i.e. on the achievement by graduates of the heights of professional, creative and spiritual and moral activities.

Preparing students for life in a constantly changing world is the main goal of innovative technologies in education. With the help of innovations in teaching, the educational process is oriented towards the potential of the student and their implementation. There is a qualitative change in the student's personality. The development of the ability to motivate actions, independently navigate the information received, the formation of creative non-standard thinking, the development of children due to the maximum disclosure of their natural abilities, using the latest achievements of science and practice, the main goals of innovation. A prerequisite for the formation of students' professional competence is the development of communicative competence, which is reflected in the state educational standards. Communicative competence provides for the formation of linguistic (linguistic), socio-cultural, pragmatic, general educational and compensatory competencies.

Modern teaching technologies contribute to solving the problem. In the practice of teaching foreign languages at the present stage of education, the following technologies are used:

- cooperative learning;
- discussions;
- brain storming;
- problem-oriented role-playing games;
- case-study;
- method of projects;
- E-Portfolio;
- Information Technology.

The ability to lead a discussion, to defend one's point of view, supported by arguments, to concisely express one's thoughts, the ability to listen and hear the opponent are important skills necessary for the formation of communicative and sociocultural competences.

In lessons on oral practice of the foreign language, very often the final lessons are discussions on the problems of a certain topic. For example, within the framework of studying the topic "Choosing a profession", discussions are held on the following topics: 1) The profession of a teacher is a respected profession;

Students choose one topic for discussion in advance, prepare arguments on their own. As a rule, students are divided into two groups (small cooperation groups - about 5 people per group), which advocate opposing points of view on the chosen problem. First, students conduct a preliminary discussion in small groups and only then a general discussion is held.

To successfully carry out this type of work (discussion), it is necessary to carry out preparatory work: to teach students the ability to conduct a conversation, to choose convincing arguments. At the

preliminary stage, a brainstorming method is used. All proposals of students on this problem (without discussion) are written out on the board, and then discussed by the whole group. If the student's argumentation seems convincing enough, then the argument is accepted for further discussion, if not, then it is deleted.

An important point is to summarize the discussion. In order to maintain and stimulate the activity of students during the discussion, each of them is evaluated according to a rating system. The number of points that a student can receive for this type of assignment is determined in the technological chart of the teaching materials for the practical course of a foreign language.

When using the project technology of teaching (the project method), a foreign language in the new educational paradigm becomes a process of independent mastery of educational cognitive activity. The complex integrative nature of the project work allows the student to build a single picture of the world, using for this previously acquired knowledge and skills and acquiring new ones. The method of projects involves the use of a wide range of problematic, research, search methods, clearly focused on a real practical result, significant for each student who participated in the development of the project.

When using the project method in teaching foreign languages, all attention is focused on the subject (problem) of consideration. In the process of working on a project, students turn to different sources of knowledge on the problem under consideration, work with information on different media, including information contained in the Internet information resources. Students have to explore and discuss different points of view, get acquainted with new information, form their own point of view.

At the final stage, participants in project activities present the results of their joint activities. For example, the project City (Astana, Almaty, London) "provides for the presentation of a report with illustrations, drawings, sketches. Each group defends its project, after the presentation there is a general discussion of the presented projects.

Within the framework of the "National Cuisine" project, students are divided into groups, each group performs a specific task: table setting, table etiquette rules, national cuisine recipes, etc. The results are presented in the form of a menu of a restaurant of national cuisine, a menu for a national holiday, a booklet about national cuisine, etc.

The final “product” of the “City” project is a video film about Astana. Each project is defended in front of the group with a video clip demonstration. The group takes an active part in the discussion of the project, students ask questions, evaluate the work in groups, and give their arguments.

The "Travel" project involves the work of students in cooperation groups on the topics "Travel by train", "Travel by plane", "Travel by buses". The result is videos describing this or that type of travel, its advantages and disadvantages.

The project method is widely used by us to go through the topics brought up for independent study.

Role play is used to solve complex problems of mastering new material, developing creative abilities, as well as the formation of communicative and sociocultural competencies. Unlike a discussion, in a role-playing game, its participants take on the roles of characters, as if "getting used" into the role. This helps them to better understand the essence of the problem and find different ways out of this situation on behalf of his character.

In the process of teaching foreign languages, business games are used, which are based on a model of some real activity, the so-called "model teaching method".

Computer technology is a unified educational approach that is based on interdisciplinary content, forms and means of teaching. Informatization of education comes to the fore, the essence of which is that a large volume of information, presented in databases, computer programs, virtual libraries, and reference books, becomes available to students. Information technologies are widely used in teaching a foreign language. Students find the information they need to prepare topics for independent study in a practical English course. In addition, Internet sites are used to improve various

communication skills (listening, reading, writing, speaking), developing lexical and grammatical skills, to determine the level of language proficiency according to international standards.

The next process of implementing case technologies in the framework of the modular rating system in teaching English. The situational analysis method is aimed at the development of critical thinking, the formation of students' interest in the very process of obtaining knowledge in problem situations. The case is built in such a way as to encourage students to cooperate and use modern information and communication technologies.

The case has the following components: introduction, creative task, communication workshop. The effectiveness of the teacher who implements this method is associated with the implementation of a number of principles: partnership, cooperation with students; using the latest achievements of pedagogical science and the experience of colleagues; creativity (turning a case into an individually unique creative product), strengthening the role of creative improvisation during training.

Another pedagogical technology is the "student portfolio" presented in electronic form. There are three types of portfolios: development (achievements - developmental), assessment (assessment) and demonstration (showcase). Development portfolios show the dynamics of the development of relevant knowledge and skills in a student over a certain period of time. The assessment portfolio is an external assessment (cross-sectional and final work of the student). Demonstration portfolios are created upon completion of a university course. They are designed to show the quality of the graduate's training, and are intended to be presented to the employer.

In our opinion, for the development of students' communicative competence, it is advisable to use complex, integrative use of all of the above modern technologies and methods in the educational process. Such active teaching methods help to maximally facilitate the process of adaptation of students to the socio-cultural conditions of the country of the target language, remove barriers in understanding the behavior of representatives of a new culture. In the course of interactive training, you can check how well the student speaks the language, knows how to use the studied material, how adequately he can respond to various proposed situations.

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THE ADVANTAGEOUS OF PODCASTS TO LEARN FOREIGN LANGUAGES FOR ESP STUDENTS

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ABSTRACT: This article deals with the benefits of using podcasts for mastering a foreign language for ESP students. Some instructions and techniques are given to achieve intended point in this process.

The study shows that there is a difference between written and spoken language. Written language is formal, clear and the learner can easily give feedback depending on effect required. While spoken language is faster and spontaneous. Moreover, it’s free vocabulary to use: slangs and more

simple words are applied in the speech. To improve the learners' fluency in foreign languages, podcasts are strong learning tools. The learners can have opportunity to listen to them in all places with internet connection. Podcasting is a significant resource which teachers can use to teach and learn a language. It is an alternative method of learning which can help to improve your listening skills. Most of producers of podcasts are educators who use this technology to communicate with their students outside the traditional class. Podcasts allow students to practice their listening comprehension of complex texts that are both conversational and formal, and the corresponding transcripts enable students to confirm their success. Students gather information and prepare for completion of their project. They chronicle what they are learning with regular audio segments. They pull it together into episodes of a podcast. They reflect back over the progress of their project after it's done — and help others learn about the same topic. Educational podcasts are appealing and may encourage students to gain progress. The main reason why podcasts are so popular is that they allow their audience to save time. The ability to listen to high-quality content no matter where you are or what you're doing is a big reason for the growth of podcasting over the past 15 years. And 11 percent of podcast listeners turn on programs while they're working, which can be great for entrepreneurs taking care of their routine business tasks. At Edison Research, they explored the podcast listening locations and found out that most often people listen to audio blogs at home, in a car, while walking around or working out. A key feature that distinguishes a podcast from other media files that can be downloaded or streamed is the ability for end users to download the podcast automatically using software that reads RSS or Atom feeds. Statistics show that, it is the beauty of podcasts, and today they are more popular than ever. .In 2020 over 155 million people listen to a podcast every week. Around 24% of the US populations (68 million) listen to multiple podcasts weekly.

First of all, pay attention to the level of content. Podcasts may target beginning, intermediate or advanced students. Selecting a podcast that's the right level, will help ensure the podcast helps you grow without overwhelming you.

Next, you'll want to consider what topics are covered. Some podcasts focus more on cultural lessons, while others deal with more deeply into grammar rules. Look at the podcasts available to see whether the topics covered will help you meet your goals.

It's also useful to consider how often new podcasts are posted. If you're hoping for material that replenishes frequently, make sure new podcasts have posted in the last few weeks. Episode lengths vary from a couple of minutes each to about 30 minutes each, so it's important to select a podcast that fits well into the time you have available. If you only have a couple of minutes each day, it is better to select a short podcast. However, if you have a long commute, longer podcasts can help fill it up with language learning. Here are given various podcasts to master a foreign language:

1."Innovative Language" has mastered the language learning podcast game. The "Pod101" line is huge in the world of language learning.

With hundreds of podcasts available, there's enough material out there for a language learning binge. Topics range from beginner-level material, like basic vocabulary, to more advanced content, like slang. For instance, beginning Chinese students might enjoy "Survival Phrases" or "Basic Bootcamp." More advanced Chinese students will benefit from "Must Know Chinese Slang." Plus, the variety of language options is second to none. Innovative Language offers podcasts for an astounding 34 languages. The offerings include popular languages, like Arabic, Chinese, English, French, German, Italian, Japanese, Korean, Portuguese, Russian and Spanish. However, Innovative Language also offers some less commonly offered options, like Czech, Romanian, and Vietnamese.

2. Brought to you by the British Council, "LearnEnglish Podcasts" provide over 20 hours of learning divided over 60 podcasts. The podcast features British English speakers to familiarize you with the standard "Queen's English." Since these podcasts use a specialized app, they're also exceptionally interactive. You can read along with the script of the audio and then answer questions to test your comprehension. Topics range from general skills, like introducing yourself, to more advanced topics, like business English.

3. “Learn French by Podcast” offers nearly 200 thematic episodes. Most podcasts by Learn French by Podcast focus on current events, and each podcast introduce key vocabulary words related to the theme. Listening to these French podcasts based around current events won’t only give you listening practice and teach you more vocabulary, it will also help prepare you to hold conversations about issues that are currently relevant. Plus, if you need a little extra help, you can also download PDF guides to the episodes. There’s even a test for each podcast to help you see how much you’ve learned.

4. “German GrammarPod focuses exclusively on grammar, allowing you to get into the nit-picky details of cases and verb tenses in an approachable format. It aims to give you “maximum effect for minimum effort”—every language learner’s dream come true! Topics include verb tenses (including present, past, future, conditional, perfect and pluperfect), word order, cases (including dative, genitive, nominative and accusative) and more.

5. “30 Minute Italian” aims to ramp up your Italian skills in podcasts that, like your favorite delivery pizza, take 30 minutes or less. Topics include vocabulary, phrases, local culture and more. The podcast even claims to offer “basic grammar.” Additionally, podcasts are often offered as numbered lists, making them easy to follow and addictive. With titles like “12 Phrases for Making Friends While Traveling in Italy,” it’ll be hard to stop at just one 30-minute lesson per day.

6. If you’re looking for a fun way to learn Japanese, “The Tofugu Podcast” undoubtedly should be on your radar. Tofugu is a website dedicated to Japanese language and culture. The company also makes learning tools. One particularly awesome service is The Tofugu Podcast. Topics include vocabulary, grammar and culture. So whether you need to understand transitive and intransitive verbs or are looking to become a Japanese TV star, The Tofugu Podcast has an episode perfect for you.

7. “Talk to Me in Korean” is an all-around Korean learning powerhouse with video and textbooks. Its podcasts, though, will really grab hold of you like your favorite K-pop song. Talk to Me in Korean covers vocabulary, culture and current events. There’s even a series of one-minute lessons perfect for learners with very little time to spare.

8. “Speaking Russian” aims to teach you the basics of the Russian language. Each podcast focuses on a theme and introduces vocabulary based around that theme. These themes cover common topics like phone conversations, family and weather. Plus, the podcast’s website also has additional material for each podcast. This includes audio of key words and phrases as well as written vocabulary lists to help you study.

9. “Speak Spanish with Maria Fernandez” focuses on Castilian Spanish and provides well-rounded offerings for beginning and intermediate Spanish students. Podcasts include pronunciation information, vocabulary, dialogues and more. Podcasts aim to help you start speaking Spanish immediately and understand native speakers (even when they speak quickly). There are also plenty of drills to help you improve your pronunciation, improve your verb usage and learn and remember common words. You can also purchase additional podcasts, PDF lessons and video lessons through the podcast website. Audio podcasts are usually 10 minutes each, though there are also a few that are longer and a few that are shorter.

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INTERCULTURAL COMMUNICATION AND PROBLEMS OF TEACHING ENGLISH TO THE STUDENTS-NONLINGUISTS

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Abstract. The article deals with Intercultural communication – a dialogue, carried out in conditions of such significant cultural differences due to the communicative competence of its members that these differences significantly affect the success or failure of communicative events.

Intercultural communication – a dialogue, carried out in conditions of such significant cultural differences due to the communicative competence of its members that these differences significantly affect the success or failure of communicative events. This is most evident in business, where the success of the negotiations sometimes depends on how far parties are aware of the national characteristics, traditions and manners of doing things to each other. Under the communicative competence is understood knowledge that is used in the communication of symbolic systems and their operating rules and the principles of communicative interaction. Intercultural communication is characterized by the fact that the participants in direct contact use special language versions, other than those which they use when communicating within the same culture. Communicative competence is due to unique and individual experience of each person, which means that the communication, which is a messaging process that is constantly happening recreate meanings, since they do not match, even in people who speak the same language, who grew up in one and the same culture. It goes without saying that the presence of different cultures and different languages of communication is so complicated that a complete understanding can only speak with a certain degree of irony. Communication allows participants to express some external to the participants themselves information, internal emotional state and status roles, in which they are relative to each other. From the history of cross-cultural communication we may learn that the term "intercultural communication" in the narrow sense, appeared in the literature in the 1970s. By this time, it was formed and scientific direction, the core of which was the study of communication failures and their consequences in situations of intercultural communication. By 1972 and formed the scientific direction, the core of which was the study of communication failures and their consequences in situations of intercultural communication. Subsequently, there was an extension of the concept of intercultural communication in areas such as the theory of translation, foreign language teaching, comparative cultural studies, and others. To date, research in the field of intercultural communication focuses on the behavior of people facing cultural resulting from differences in language activity and the consequences of these differences.

The main task of teaching foreign languages as a means of communication between people of different nations and cultures is that languages should be studied in indissoluble unity with the world and culture of the people who speak these languages. Maximum development of communication skills – these are the basic, promising challenge for the teachers of foreign languages. To solve it, you need to learn new teaching methods aimed at developing language proficiency, and fundamentally new educational materials that can be used to teach people how to communicate effectively. At the same time, of course, it would be wrong to rush from one extreme to another and give up all the old techniques. It is necessary to carefully select the best, most useful, Authenticated teaching practice, and it is necessary for the purposes to be solved in the given professional situation. In this connection, it took radically change the view of the teaching of a foreign language, taking into account more attention and emphasis on linguistics and intercultural communication.

Modern close cultural communication has returned foreign language teaching methodology to classrooms of institutions. Now on the basis of higher education teaching a foreign

language is perceived as a means of everyday communication with other cultures. The aim of higher education – is the formation of a highly educated man who has fundamental knowledge, and not only the narrow specialization, but in broad terms, such as learning a foreign language

Now on the basis of higher education teaching a foreign language is perceived as a means of everyday communication with other cultures. And for this you need to know this culture, its foundations and features. Today, Earth no longer seems as big as 100 years ago! It almost does not remain unexplored places and unknown peoples. With the help of modern technology, we are able to not leave the house to go on the other side of the world (TV) and to communicate with colleagues, to decide any question of business at the other end of the world (VEB camera and Internet). It was the last time when we have access to other countries, where the Internet is gaining more and more space in our country, the problem of cross-cultural communication gets so acute and so pressing is the need of cultural studies in the process of teaching a foreign language. Learning a foreign language is an excellent way of acquaintance with the culture of other people, and fostering respect and love for it. The main components of the following elements of foreign culture can be attributed, bearing the national – specific color – traditions and rituals, which can be seen as a tradition; – Traditionally – consumer culture; – Everyday behavior; – National picture of the world, which reflects the specifics of perception of the world; – Art and culture, which can also be attributed to the elements of ethnography and ethnology. Since language and culture are interrelated, it is impossible to teach the language in isolation from the culture of the country. Language most accurately and vividly illustrates the mentality of the people, especially its culture.

There are several ways of simultaneous teaching of language and culture. And we would like to share with colleagues our experience in this field. We are presenting some practical activities with the hope they will be useful in teaching students intercultural communication:

- Role plays. It is very popular in our time procedure when students enter into the situation of other nationalities and trying to keep the peculiarities of its culture and language, play scenes on the topic. This is a form of theatrical performance demands in the language of the actors, the maximum penetration into the role, and thus serious training, research materials in the books and in the media. Glad to note that the potential for this in our students unlimited: excellent specialized bookstores, movies, TV shows, "talk shows", the Internet, personal contact with native speakers of a particular culture and language (in clubs, bars, student gatherings, and so forth). We used role–playing games in the classroom dedicated to peculiarities of negotiations conduct in different countries, the role of the manager in his organization, centralization and decentralization in large corporations, strategic planning in large and small firms.
- Preparation of individual messages containing interesting facts on the subject of the lesson. For example, higher education in one of the countries in Europe or in Japan, features cuisine of Europe and Asia, the peculiarities of negotiations conduct in the various countries, etc., in accordance with the current lesson theme. Students choose the country and prepare a ten-minute overview of the topic. The rest of the group carefully outlines the performance to be ready to reasoned discussion. At the end of the class, students are developing, for example, the ideal system of higher education in our country, based on the experiences and achievements of other countries. The work of each student is evaluated separately.
- Group messages or conversations in which the cultural characteristics of different countries in specific areas of life are compared and analyzed. Two, three or four (but no more) students prepare at home a message, for example, about the peculiarities of the national cuisine of any country. The information must be correct, interesting, colorful presentation of a properly presented publicly and emotional. Students use a variety of visual media: the computer that shows videos, pictures, elements of folklore. We are very welcome to use the classroom posters, objects of folk costumes and even a description of unusual recipes of national dishes.

To be competent in intercultural communication means to be able to recognize the impact of our own cultural values, norms and conceptions on the way we express ourselves and on

how we communicate with others. A lack of intercultural competence leads to problems for students. Students initially feel the need to translate and interpret all new language. They try to find an equivalent word or expression in their first language. However, it is through the comparison among languages that we discover that some expressions or words may have no clear existing translation. Therefore, there is need for us teachers of English to develop and consequently to teach students Intercultural Communication Competency.

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MODERN APPROACH IN SHAPING OF INTERCULTURAL COMMUNICATIVE COMPETENCES OF STUDENTS IN TERMS OF CREDIT SYSTEM

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Abstract: This paper describes and summarizes education for intercultural understanding and outlines its core content and learning processes. Having established the rationale for the importance to teach intercultural understanding and having placed it within the context of education for sustainable development of students' in terms of credit system is also considered.

In 2018, higher education institutions of Uzbekistan began to study in the credit system, and Tashkent University of Information Technology was the first to work in this system. The transition to a credit system has once again increased the importance of learning a foreign language, because academic mobility, which is one of the main features of the credit system, requires not only knowledge of the language but also awareness of the culture, history and stereotypes of the country where one is going to study. Otherwise. you can insult the representatives of that society unwillingly. Therefore, practical lessons at universities should be focused on shaping and development of students' intercultural communication competences. It includes fostering capacity for linguistic and cultural expression; maintaining and developing languages spoken by the language community; providing opportunities for all learners to learn any language, including their own and that of the broader community; promoting linguistic and cultural diversity, and harmonious relations in society; and providing appropriate books and learning resources, equipment and facilities. Thus, increasing of the effectiveness of intercultural communication among language learners becomes the main objectives of the English language course at the university.

In the era of globalization, intercultural communication is characterized by rapidly developing cultural ties and economic cooperation, the diversity of peoples, communities and individuals living closer together. The growing diversity of dynamic and changing cultures implies specific competencies and opportunities for learning, retraining, and learning to meet individual skills and social cohesion for individuals and communities. Understanding other cultures in a fair and meaningful way will help students better understand their own culture, which will lead to extend horizons of the knowledge and enrich students' intellectual and spiritual resources. If a person is critical of the strengths and limitations of their culture, they can broaden their horizons and enrich their intellectual and spiritual wealth by learning from alternative perspectives.

This means that the academic mobility values and enhances students' potential and capabilities in education, culture, sciences, communication and information, which are transformative tools for students' dignity, mutual trust and shared responsibilities. Intercultural competences are abilities to adeptly navigate complex environments marked by a growing diversity of peoples, cultures and lifestyles, in other terms, abilities to perform "effectively and appropriately when interacting with others who are linguistically and culturally different from oneself " (Fantini & Tirmizi, 2006). Schools are a central place to nurture such skills and abilities, as was underlined by UNESCO in a previous publication, Guidelines on Intercultural Education (UNESCO, 2006b). Nevertheless, given their relevance for social and political life, the scope of intercultural competences is much wider than formal education. They have to reach out to a new generation of cybercitizens, notably students of the university who have unimagined opportunities for global conversations.

As it was mentioned before the main objectives of the English language course should be to increase the effectiveness of intercultural communication among language learners. In order to teach students intercultural communication, a foreign language teacher, in turn, is required to select and present exercises appropriate to the needs and wants of the language learners. Such exercises should be aimed at developing students' knowledge, skills and competencies in a foreign language, as well as their communicative competencies. This allows them to communicate freely in negotiations with the representatives of the countries whose language is being studied.

The teacher should choose topics that require students to be tolerant, respectful to the culture when talking to someone of another nationality, and have a quick idea in making decision. Part of the exercises is required to focus on cognitive principles as a result the linguacultural and socio-cultural knowledge of a student, awareness of their own culture, thinking and reasoning serves to make a positive impression on the representatives of the country, whose language is studied. Each exercise should include dynamic (egile) and static aspects. While the exercise in a foreign language class is considered to be movement-related aspect, the organization of the textbook as a learning material is its static aspect.

Terms such as "system of exercises", "language and speech exercises" (I.V.Rakhmanov), "information, operational and motivational exercises" (V.A.Buxbinder), "pre-speech exercises" (M.S.Ilin), "algorithmic rules" (J.J.Jalolov)) are often used in the methodical literature.

The system of exercises can be classified as follows:

- according to the acquisition of language material: phonetic, grammatical, lexical exercises;
- according to its use in the acquisition of speech activities: listening comprehension, speaking, reading and writing exercises;
- according to linguistic material: language and speech exercises;
- according to the formation of knowledge, skills and competencies: training and practical exercises;
- according to the place of performance: exercises in the classroom, at home, in the laboratory;
- according to the form and method of speech: oral and written speech exercises;
- according to the number of languages: monolingual and bilingual exercises;
- according to consolidation: attachment, modification-reproductive, selection, grouping, simulation, differentiation-receptive exercises;
- depending on the use of aids: exercises performed with the help of visual aids, hardware, programming elements;
- according to the stages of mastering: initial acquisition, exercising, practice, repetition, control exercises.

Verbal and written, introductory, revision, and search exercises can be used in English classes. The German methodist B. Eggert was one of the first to develop a system of verbal exercises to teach listening comprehension and speaking. The great scientists in the sphere of methodology M. Walter, G. Palmer, Ch. Fries, R. Lado used a system of exercises organized by B. Eggert in the development and application of their theories.

Verbal exercises include exercises of imitating the native speaker, replacing the order of words, periphrasis, answering and asking questions, expressing agreement or disagreement. It is difficult to keep track of mistakes and shortcomings in the verbal process. According to the ideas of communicative methodology, a functional approach is recommended in the selection and application of language material (vocabulary, grammar, phonetics) in the content of foreign language teaching, i.e. the learner learns language phenomena for the purpose of speaking. As communication is a primary educational task, it is important to refrain from memorizing the rules that are often used to master lexical and grammatical material. The main purpose of ESP foreign language education in non philological institutions is to exchange information. Therefore, lexical and grammatical material is advisable to teach in context.

Communicative (speech) exercises as well as communicative motivation is used in the speech process to express personal thoughts of various stimuli of the studied language. Communicative exercises are used to perform difficult tasks, that is, to justify the correctness or incorrectness of the discussion and opinions (objective and biased), to express extended opinions.

It is known that mastering any language is a complex process. English is also no exception. The effectiveness of English classes is measured by teaching students to think independently and creatively, to express ideas correctly and fluently in verbal and written forms in accordance with the conditions of speech.

G. Neuner recommends the organization of the lesson in a communicative way, to create case studies and the implementation of tasks to solve them in order to implement intercultural competence in order to teach students to think independently, while teaching and learning the language in artificial language environment.

Intercultural communication features to be pragmatic (practical) and cognitive (conscious). The first serves to develop students' communicative competencies, and the second is to be a key tool in understanding foreign linguistic culture. There are two ways in teaching of intercultural communication to students: the first, in practical classes and the second, through extracurricular activities (by attending various events, parties, clubs), which provides students with the knowledge of speech culture, history, holidays and etc. of the country (s) whose language is studied. It should be noted that the success of communication depends on the level of language skills, the spiritual worldview of the communicator, as the student is taught to express himself / herself verbally in the process of intercultural communication and to convey it correctly to the interlocutor. At the beginning of the dialogue, a certain image emerges in the student's mind in terms of his or her own national culture. He tries to convey this idea to his partner with the help of words and gestures. The student encodes his speech within his knowledge and sends it to his partner. The receiver, in turn, shapes the information in his own imagination, based on his own worldview. If a student makes a mistake in expressing their opinion, he or she may interrupt their speech, use gestures, or look for other ways to convey information.

Speech exercises are divided into prepared speech and spontaneous speech exercises. In the prepared speech student can change and supplement the idea with the help of key words, use sources of information such as pictures, movies, slides and text to express the idea as well as make a plan on the topic and tell a story according to the plan. In unprepared exercises, students are encouraged to express their views on the films and works they have seen before, or to share their thoughts based on their own life experiences.

The following activities were taken to check the students' prepared speech:

- students read the text about different cultures in advance and prepare their speech to retell, compare and answer the questions according to the text;
- students see educational film in advance and prepare their speech to share impressions about it;
- students read a newspaper article in advance and prepare their speech on the topic.

In spontaneous speech, student:

- reads unfimiliar text and retell it during the lesson;
- describes the a picture presented during lesson;
- participates in role-plays, case studies and debates.

Besides the roles students' play in the communication process the place and time of the conversation are considered to be conditions, which affect productivity of students 'speech in different degrees. For example, museums, exhibitions, excursions, centers of culture of another nations, events organized by embassies concerning issues of education and academic mobility and etc. where there is foreign language speaking atmosphere ad natives around.

The following were identified during the inspection of students reading comprehension of the texts:

- Simple texts. Students were able to understand all the words in the text when reading the original texts of uncomplicated ethnography. There were not unfamiliar words. In this case, the information provided in the text reached the reader properly, did not change and did not miss a word. Students were able to note and compare the differences between cultures.
- Partially complex texts. While reading these texts, students came across several unfamiliar words and had slight difficulties in translating them. The content of the text is partially lost. In the process of translation, there was an increase in the volume of new words.
- Complex texts. The absence of alternatives of some words in the target language caused various difficulties. In the process of reading and understanding the text, the translation of words exceeds the norm. The main form and method of thinking, reasoning, cognitive activity in the process of reading the text is a psychological mechanism. Cognition is based on differentiation. The level of acquiring knowledge of students is determined by monitoring.

The following communication exercises are recommended in order to improve students' intercultural communication skills in foreign language classes, in addition to the exercises provided in the current textbooks:

- analyzing the content of a given pair of speeches;
- reading the dialogue and complicating it;
- create a dialogue based on pictures depicting different situations: For example: in the market, exhibition, conference etc. people performing different actions. For example, a woman is carrying a heavy backpack or aged person standing new young people in the bus etc. Answering the questions concerning traditions and habits of different cultures.
- working on a new vocabulary;
- written description of the picture;
- discussion is an active teaching method that helps students to develop new knowledge about the culture of the country whose language is being studied, draw conclusions, expressing, proving and defending their ideas, and develop their communicative skills and competences.
- observing and analyzing the speech of others;
- conversations on problematic topics, solving problems and making decisions in case studies; problem-based learning encourages students to explore, think independently and develop critical thinking skills. The approximate names of the speaking topics were chosen according to the curriculum and formed the basis of the lessons during the experiment.

In conclusion, a representative of one culture must also have the ability to translate correctly in order to understand the opinion of another "foreign" culture. As the translation is a complex process

that requires thorough knowledge, high skills, a broad outlook, and ability. At the same time, there are a number of barriers and difficulties for communicators to come to a common understanding, which requires the development of a special system of exercises to overcome these difficulties. Thus shaping of intercultural communicative competences of students in terms of credit system will be a great help for students in student exchange programs.

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EVALUATION OF THE RESULTS OF THE QUALITY OF EDUCATION ON THE BASIS OF MODERN EDUCATIONAL TECHNOLOGIES AS A PEDAGOGICAL PROBLEM

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Annotation. Develop recommendations for the preparation of future teachers for the technology of assessment of educational outcomes and the effective organization of assessment through the modernization of the educational process.

Emphasis will be placed on strengthening the professional training of future teachers, teaching them to apply the assessment of knowledge, skills and abilities in practice through in-depth study of specialties and specialties.

There is currently no specialist who does not use measurements during his or her career. The more complex the problem, the more important the measurements.

The quality of education is a set of important aspects and characteristics of learning outcomes that are able to meet the needs of students, society, and customers.

The required level of quality education can be achieved through a certain social pedagogical system.

Nowadays, the assessment of knowledge (professional knowledge) and skills of students is one of the necessary parts of the educational process and is closely related to the degree to which the educational process is properly organized.

The simplification of the current scoring scale has a negative impact on students' cognitive activity, leads to an unhealthy attitude to learning and the learning process, and reduces their responsibility for learning. Because formal, meaningless, and worthless assessments do not require a

diagnosis of student achievement, they are achieved in ways that are far removed from pedagogical tools and are only “reminiscent” of success in appearance.

It is well known that in qualifying practice, in the process of controlling the formation of students' knowledge and skills, the following common pedagogical goals are set, which are necessary for their development as junior specialists, which are generally accepted and understood by all of us:

- To provide solid knowledge of the basics of science;
- Formation of cognitive activity and logical thinking of students;
- Forming in them an interest in knowledge and profession;
- Formation of professional skills;
- Increase student activity;
- Self-fulfillment, self-employment, self-discovery;
- Opportunity to learn from each other;
- Elimination of mental disorders;
- Overcoming shyness;
- Provide opportunities for feedback;

However, in many cases, the question of what tasks, assignments, and exercises students should be able to perform in order to demonstrate that these goals have been achieved remains unclear.

Another factor influencing the validity of the assessment is the presence of various control objects

In practice, if the knowledge acquired by some science teachers serves, for others the ability of students to apply theoretical knowledge in practice is taken into account, and so on. As a result, various aspects of the professional training of students in colleges are assessed, and special systems for monitoring and evaluating their professional knowledge and skills are emerging.

“The relative subjectivity of the assessment of students' knowledge and skills is a result of the insufficient development of methods to control this system.

There are currently a number of shortcomings in the assessment and control of professional knowledge and skills of college students by some teachers, including:

- *Lack of a clear control procedure;
- * Lack of rational use of control forms and methods;
- * control is often not aimed at didactic purposes;
- * Ignoring the specifics of the material used in teaching the subject, the conditions of work in the classroom

According to experienced teachers, the use of new technologies for assessing the professional knowledge and skills of students, the use of new modifications of tests, computer equipment and control curricula will ensure effective pedagogical monitoring of the educational process.

For example, the criteria for determining the theoretical knowledge of students are:

- Number of correctly completed tasks;
- The ratio of tasks given and solved;
- Independence in the process of completing the task;
- Linking theoretical knowledge with practice;
- Relate the result to the given task;
- Comparison, generalization of individual processes, identification of general and specific aspects, similarities and differences;
- Be able to reveal the internal content of events and processes;
- Be able to find and explain interrelationships and laws.

In addition, the criteria for assessing students' professional knowledge can be classified as systematic, generalized, consistent and robust, based on which general and specific skills meet the technical requirements for the quality of professional activities of junior professionals in mastering the methods of work in production.

In the assessment process, criteria can be defined through the meaning and content of the information that students acquire as knowledge and skills in order to ensure that they take an active approach to the learning process.

1. Quantitative criteria are applied on the basis of interval scales, which help to analyze and draw conclusions using statistical methods. These criteria can be taken as the coefficient of strength of the mastered learning material.

2. Qualitative criteria can not be measured directly on the interval scale, but are used in the analysis of the content of pedagogical events on this scale. Quality criteria The level of knowledge of the student of the study material, It is used on the basis of the level of understanding of the study material, the level of mastery of the study material and intellectual skills.

The effectiveness of the educational process in vocational colleges, the consideration of the criteria for assessing the quality of professional knowledge and skills acquired (or received) by students, indicates that the general approach to this problem in education is not sufficiently developed.

At the same time, its effectiveness can be increased by measuring (evaluating) one or another component of the learning process. Measurements are made in a timely manner, only when the criteria are available.

Assessment of knowledge and skills of vocational college students
The quality of knowledge is determined by the fundamentality, superiority and usefulness of the knowledge acquired after the completion of the learning process.

At present, the quality of education is a very important, problematic and topical issue. Because all other social issues, political problems and economic indicators develop depending on the level of quality of education.

The concept of educational effectiveness also needs to be taken into account when assessing the quality of education. How do the criteria for determining the quality and effectiveness of education differ?

Quality is the ratio of the result to the goal (or vice versa), efficiency is the ratio of the result to the cost.

The quality of education and the effectiveness of education is one of the main factors determining the quality of life in society. The more the state and society spend on general and vocational education and the results meet the highest international standards, the higher the quality of life. Determining the effectiveness of education requires achieving a high quality of education at the optimal cost.

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НОВОЕ ПОКОЛЕНИЕ - НОВЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Annotation: Nowadays, there is a need to fit into a world increasingly globalized, in which communication and foreign languages have more importance than some years ago. The English language is the language of international communication. Present day English is the simplest adaptation of a very old language and yet it is still difficult to teach this language effectively, especially to those who speak English as a second or even third language. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results that modern and innovative methods. These methods help the students learn the language better without them actually realizing and also it keeps their interest. This paper will provide useful approaches and methods to teach English Language.

Традиционный метод обучения «мелом и разговором», который сохранялся на протяжении сотен лет, теперь дает худшие результаты по сравнению с более современными и революционными методами обучения, доступными для использования в школах сегодня. Поощряется более тесное взаимодействие с учащимися, границы полномочий нарушаются, и делается упор на получение удовольствия от оценок.

Иногда использование одних и тех же стилей в обучении языку может свести на нет интересы студента к языку. Некоторые виды обучения используются, чтобы не снизить интерес к иностранному языку.

Диалогическая речь - таким образом студенты творчески беседуют друг с другом. «Современная методология преподавания английского языка ставит разговорную речь в диалогах на первое место для развития разговорных навыков. Этим навыкам можно научиться с помощью различных учебных пособий, в том числе художественных текстов. Такие диалоги дают возможность избежать традиционной передачи текстов и превратить их в живую английскую речь ». Более того, вся лексика запоминается намного лучше. В диалогах студенты тренируются в беглости речи, быстрой реакции, актерских способностях и, конечно же, грамматической правильности.

Студент сам читает текст и сообщает значение. Чтение интерактивное. Чтение рассказов, романов и других литературных произведений известных узбекских, английских и американских писателей очень важно в изучении языка. Как преподаватель английского языка вы можете применять различные стратегии чтения, анализировать литературные элементы, использовать различные стратегии для чтения незнакомых слов и пополнять словарный запас, готовить, систематизировать и представлять литературные интерпретации.

Понимание на слух - таким образом учащиеся могут улучшить речевые навыки. Слушание - это рецептивная форма речевой деятельности. Понимание речи при слушании в основном основано на слуховых ощущениях. Воспринимая, воспроизводите то, что мы слышим, в форме внутренней речи. Понимание на слух невозможно без работы речевого моторного анализатора. Конечно, внутренняя речь требует умения говорить на этом языке. Понимание звучащей речи в момент понимания сопровождается интеллектуальной деятельностью, которая включает распознавание речевых средств и интерпретацию содержания.

Изучение английского через просмотр фильмов. В настоящее время учителя учитывают потребности студентов в просмотре реальных рассказов из фильмов вместе с чтением книг, журналов и газет. Потому что, как известно, не только печатные материалы могут служить отличным источником обучения, но также песни и фильмы играют ключевую роль в изучении иностранных языков.

Важность обучения словарному запасу. Словарный запас - один из аспектов языка, который преподается в институтах. В дополнение к изучению нового словарного запаса учащемуся необходимо уметь использовать стратегии, позволяющие справиться с неизвестным словарным запасом, встречающимся при слушании или чтении текста, чтобы восполнить пробелы в продуктивном словарном запасе при устной и письменной речи, чтобы научиться свободно использовать известный словарный запас и выучить новые слова в изоляции. Само по себе изучение словарного запаса не является делом. Богатый словарный запас облегчает выполнение навыков аудирования, говорения, чтения и письма [1, с. 116].

По типу обучение в традиционном стиле делится на несколько аспектов, таких как устная речь, аналитическое чтение, чтение дома, практика грамматики, практическая фонетика. В результате 3-4 преподавателя преподают ученикам разные стили, и в результате не обеспечивается связь аспектов.

Некоторые студенты хорошо усваивают грамматику, но в речи сталкиваются с трудностями при произнесении слов. На этом пути встречаются вопросы. Возможно, это и верно, но в курсе все аспекты обучения новым стилем проходят параллельно. Теория издается, закрепляется различными упражнениями, играми, обсуждениями в одном классе. Мы говорили о группах, которые добились хороших результатов следующими методами:

- уровень знаний учащихся и возможности усвоения изучаются, а затем таким образом даются задания;
- привлечение внимания студентов реализовано в полной мере и ни один студент никогда не остается без внимания;
- студенты во время урока говорят в основном на иностранном языке, перевод непонятных слов произносится не мгновенно, а пытаются их реализовать мимикой;
- студенты делятся на небольшие группы и используют следующие методы: «разрабатывать дискуссии», «высказывать свое мнение», «реализовывать вместе»;
- дать учащимся возможность свободно думать и высказывать свои мысли, и их ошибки не исправляются мгновенно, но после выступления учащегося они обсуждаются вместе;
- организованы различные грамматические, фонетические и другие виды игр. Таким образом, учащиеся разделяют роли в соответствии с их знаниями;
- пересказывать текст, разнообразить картинки и смотреть короткометражные фильмы и обсуждать их вместе, слушать новости по теме и пытаться их реализовать.

Во всех этих подходах важнее всего признать то, что они явно ориентированы на вовлечение как ученика, так и учителя. Когда с учителями обращаются как с умными профессионалами, которыми они и являются, и когда им предоставляется гибкость, позволяющая применять подходы к преподаванию и обучению, выходящие за рамки архаичных моделей, к которым они часто привязаны, ученики реагируют иначе, и образование улучшается.

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СОЦИОЛИНГВИСТИЧЕСКАЯ КОМПЕТЕНТНОСТЬ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Annotation: The development of the communicative competence in foreign language learners is a vital skill which should be closely integrated in language teaching and learning curricula. This article discusses the importance of taking into account the sociolinguistic competence in teaching foreign languages.

В настоящее время английский язык считается обязательным предметом во всех образовательных учреждениях Узбекистана. В изучении и преподавании английского языка существуют определенные программы и методики. В начале двадцатого века, преподавание языка было сосредоточено главным образом на грамматике и переводе письменного текста. Смещение акцента на разговорной компетентности в последние годы способствовало развитию коммуникативной компетенции.

Изучение коммуникативного языка можно рассматривать как состоящее из нескольких компонентов: лингвистического, социолингвистического и прагматического. Каждый из этих компонентов, как требуется, включает в себя личность, знания, навыки и ноу-хау.

Лингвистические компетенции включают лексические, фонологические, синтаксические знания и навыки, а также другие аспекты языка как системы, независимо социолингвистическую ценность его вариаций и прагматические функции его реализации. Этот компонент коммуникативной языковой компетенции, рассматриваемый здесь с точки зрения данных индивидов, связан не только с объемом и качеством знаний, но и с когнитивной организацией и способом хранения этих знаний.

Знание может быть сознательным и легко выражаемым, а может и нет. Его организация и доступность будут отличаться от одного человека к другому и различаться также в пределах одного и того же человека. Когнитивная организация словарного запаса зависит, среди прочего, от культурных особенностей сообщества или сообществ, в которых человек был социализирован и где произошло его или ее изучение.

Социолингвистические компетенции относятся к использованию социокультурных условий языка. Благодаря своей чувствительности к социальным соглашениям (правила вежливости, нормы, регулирующие отношения между поколениями, полами, классами и социальными группами, лингвистическая кодификация некоторых фундаментальных ритуалов в функционировании сообщества), социолингвистическая часть строго влияет на все языковые коммуникации между представителями различных культур, даже если участники не могут предсказать его влияние.

Прагматические компетенции связаны с функциональным использованием лингвистических ресурсов (производство языковых функций, речевых актов), опираясь на сценарии интерактивных обменов. Это также касается овладения дискурсом, сплоченности и связности, идентификации типов и форм текста, иронии и пародии. Для этого компонента, даже больше, чем лингвистический компонент, вряд ли необходимо подчеркивать серьезное влияние взаимодействий и культурной среды, в которой создаются такие способности.

По словам Клэр Энн Мизне [1], даже после изучения иностранного языка в течение многих лет ученики часто так и не достигают уровня владения языком и испытывают большие трудности в выражении своих идей. Причины этой продолжающейся трудности в общении на иностранном языке могут включать в себя проблемы с произношением, недостаток знаний о фактическом использовании речи идиоматическими выражениями и сленгом, а также

различия между учащимся в способности овладеть языком. Другим важным фактором, способствующим некомпетентности в языке, является то, что говорящий не знает, какие выражения подходят для социального института, в котором он или она говорит. Эта способность приспосабливать свою речь к ситуации, в которой говорится, называется социолингвистической компетенцией, и без этой способности даже самые совершенные грамматические высказывания могут передать значение, совершенно отличное от того, которое имел в виду говорящий. Таким образом, докладчики должны развивать свои социолингвистические компетенции.

Когда изучающие язык учатся манипулировать своими высказываниями, чтобы они соответствовали ситуации, в которой они говорят, можно сказать, что они достигли социолингвистической компетенции в этом языке.

Более того, знание общества и культуры той общины, в которой говорят на том или ином языке, является одним из аспектов познания мира. Для изучающего язык также очень важно заслужить особое внимание, тем более что, в отличие от многих других аспектов знания, оно, вероятно, лежит за пределами предыдущего опыта учащегося и может быть искажено стереотипами. Они, конечно, широко расходятся в разных языках и культурах, в зависимости от таких факторов, как относительный статус, близость отношений, регистр дискурса и т. д.

Примеры, приведенные ниже для английского языка, не являются универсально применимыми и могут иметь или не иметь эквивалентность в других языках.

-Использование и выбор приветствие:
по прибытии, e.g. Hello! Good morning!
введение, e.g. How are you? How do you do?
прощание, e.g. Good-bye, See you.
-Использование и выбор вида обращение:
формальный, e.g. Sir, Madam, Miss, Dr.
неформальный, e.g. first name only, such as: Ann, John.
хорошо знакомый, e.g. dear, darling, love.
-Использование и выбор бранное выражение, e.g. oh, my goodness! oh, my gracious!

Эниса Меде и Кенан Дикилиташ [2] дали следующие предложения о том, как помочь студентам улучшить их социолингвистическую компетентность в изучении иностранного языка.

Прежде всего, для того, чтобы преподавать английский язык коммуникативно, преподователи должны осознавать важность и функции социолингвистических элементов использования языка. Что касается развития собственных знаний и знаний учащихся в области социолингвистической компетенции, то преподаватели языка должны подвергать учащихся подлинному использованию языка и разговоров в социальных сетях, литературе, песням и т.д., а также разрабатывать практику в классе, вовлекающую учащихся в использование языка в контексте реальной жизни. Кроме того, студентов следует поощрять к общению с носителями языка, присоединяясь к программам обмена студентами или социальной сети, где они могут заводить друзей из разных уголков мира.

Наконец, социальные, культурные и прагматические аспекты трудно будет усвоить без интеграции в культуру, однако это все же возможно. Можно воспользоваться книгами, материалами для прослушивания, видео и любым другим материалом, отражающим культуру целевого языкового сообщества. Развитие коммуникативной компетенции у изучающих второй / иностранный язык является жизненно важным навыком, который должен быть тесно интегрирован в учебные программы по преподаванию и изучению языка. Поэтому уровень компетенций как преподавателей, так и учащихся должен быть тщательно определен, чтобы решать более значимые задачи, преследующие цель, подчеркивать результат и выявлять реальные отношения. Кроме этого, преподаватели английского языка обязаны повышать

осведомленность учащихся о социолингвистическом использовании языка с помощью различных стратегий.

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UP-TO-DATE METHODS OF ENGAGING CHILDREN IN TEACHING LANGUAGES

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Annotation: In this article will mainly discuss ways to motivate childen to learn second language.Furthermore, this article describes how effective various Internet resources and interactive connections are methods of maximum language learning and teaching. Also, obviously different books and internet web sites can be one of the most important resourse for comprehensive languag teaching, namely reading, writing, speaking, and listening.

Most people often guess that children learn new languages easily and effortlessly, regardless of the situation they find themselves in. But do kids really ask for language like a sponge? Studies have shown that if children are exposed to a new language a lot over a long period time. If children received indirect knowledge, we would expect memory ability to be the most important. In other words, the ability to receive language materials, such as hearing and seeing, is most relevant. If children had more accurate information in the first place, we would expect that the ability to analyze language was paramount.

Teaching materials are a resource that a teacher uses to teach. Every teacher requires a number of tools to help and support children ’learning. These materials play a major role in conveying knowledge to the reader and can motivate the children to work with knowledge in a variety of ways. For example story or fairytales help children to increase their thinking ability. Textbooks and journal articles are an important feature of any university course. It is very important that visually impaired or other print-impaired students, such as dyslexia, use electronic versions of reading material. By placing important chapters or journal articles on the board, the reading material can be easily presented to all students. A wide types of materials have been used to provide communicative approaches to language teaching.

The range of exercise kinds and activities compatible with a communicative approach is unlimited, provided taht such exercises enable learners to attain communicative objectives of the cirriculum, engage learners being in communication requires the use of communicative processes such as the exchange of information, meaningful negotiation, and interaction. Some classroom activities are often focused on tasks that are mediated through language or involve the negotiation of information.

Learning a second language was similary viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions. Another theorist

frequently citedfor his views on the communicative nature of language is Henry Widdowson. In his book said that Teaching Language as Communication (1978), Winddowson presented a view of the relationship between linguistic system and their communicative values intext and discourse. Henry said that he focused on the communicative acts underlying the ability to use language for different purpose. . In addition to modern methods, conversations are also effective in teaching a foreign language due to the large number of positive effects they have on students. To explain, those who learn English as a second language automatically use the language in their daily lives because they have learned their native language without being taught any grammar, but through conversations. To demonstrate this statement, Mr. G. Anburay, G. Christopher, Ms. Ni Ming (Sze, P, 2014) assumed that conversations only teach children if children are not taught the signs of the language, how sentences are structured, or grammatical rules. and referred to in this article as an innovative methodology of teaching English. In addition, students will increase their interest, focus their attention on the lesson, and exchange ideas, gaining different perspectives on the chosen topic during conversations. Thus, they take advantage of opportunities to improve soft skills, including communication skills, problem solving, teamwork, and future career success, which have been critical. They build trust, as well as gradually express their personal opinions in full public, and if the teacher evaluates them for participation, they strive to learn English at a high level (Harmer, J, 1984).

A great example of this is the “Hello Talk”, “Plus Babbel”, “Hot Potato” programs. This is "Hello Talk" very useful for developing students ’communication skills through face-to-face conversations with native speakers in a foreign language language all over the world. It’s a really flexible, self-developed language exchange. Available to language learners full control over what they are talking about and what they are focusing on when reading. This is a very good method for students start to see how native language speakers use the target language in an environment-focused learning environment. "Hi there Talk, an interactive online platform, provides short lessons to Babbel language learners it is also designed to target students ’communication skills. Not only sound education but his alertness and dedication too are most requiredalso comes to native language learners. It is also very convenient to use Babbel in full, Babbel has a browser and app platform that syncs automatically, so language learners never have to worry about losing their development. If you work with a flexible and dynamic platform created with interactivity, learning an innovative language is like something that listeners can benefit from, a language learner Babbel should definitely be checked. The “Hot Potato” program includes some parts, such as filling in the blanks in English spaces, English puzzles, and so on. Hours given for teaching and it is not enough for both teachers and students to learn foreign languages to achieve the goal.

In conclusion, if teacher is managed to comprehend the level of capabilities of children, the one should take account of conducting the lessons based on varied constructive activities in order to activate students' language acquisition. Approaching the different types of innovative methodologies mentioned in the article, conversing about various topics and using multimedia_presentations assist to teachers to get desired outcome in the students' language learning path.

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USING ANALYSIS TO TEACH PUBLIC SPEAKING FOR BUSINESS

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This article presents a particular aspect of learner participation – student analysis in Pubic speaking module of an undergraduate accounting and finance school at Uzbek private university. The article examines the role of student analysis in enhancing and promoting learning effectiveness in the ESP classroom. Summing up the results of the set of surveys such as needs analysis, students' peer response and student feedback, it is suggested that SA can play a significant role by providing wider input into the content and design of the course Public speaking.

Public speaking is one of the most significant skill which should be acquired by every language learner. Speaking skill is a base of oral communication. Thus, the need for public speaking is increasing in the field of business. In this case, ESP is usually taught to learners by considering needs analysis. However, most of the studies have focused on only needs analysis in ESP. In these studies, the possible implications of integrating needs analysis with learning preference and peer evaluation have been ignored. Thus, this article presents the results of integration of these aspects in Business school of Uzbek private University. Although the subjects of the present investigation are from a country in Central Asia, the focus and approach have wider implication for ESP practitioners in other parts of the world.

Students' analysis means here as the systematic analysis of the target groups of the students to get relevant information about learners' needs and their learning preferences as well as peer evaluation.

Needs analysis, according to Jackson (2005), is "the cornerstone of ESP course design, materials development, and program implementation and assessment". Needs analysis is "the process of determining the needs for which a learner or group of learners requires a language…" (Richards et al., 1992). Theories in adult learning proved that adult learners learn the language to achieve some immediate life goals. This seems to be more appropriate for business students. Thus, students' needs analysis is an attempt to make students aware of their learning needs. There are three questions:

- Do students need public speaking skills? If yes,
- Why do they need public speaking skills?
- What are their learning preferences in a course of Public speaking?

Peer evaluation

Peer evaluation, in the form of feedback, is one of the effective way of providing comments for the learner's progress. Peer evaluation is increasingly being used by EFL teachers in writing classes and could be successfully used in oral communication teaching. Rizvi (2004) states that 'there are several advantages to having our students give oral feedback to their peers in a group setting". There several advantages of peer evaluation such as, making variety of oral communication classes, creating opportunities for oral interaction, assessing students' speaking skill, saving time especially in large classes and providing material for review.

METHOD

Participants

The participants of the analysis discussed in this paper were 50 students enrolled in an undergraduate business program in Uzbek private university. The English curriculum required teaching intensive language programs in the first year consisting of three courses, such as Business English Reading, Business English Writing and Public Speaking. The course Public Speaking is quite popular course among the students in the university since the course makes an opportunity of functioning effectively in a workplace. Students used a textbook and internet materials for learning professional speaking.

Data collection

All the data collection of the study was carried out during the students' regular classes. First the students were asked to fill in two questionnaires. The first one asked students to provide input on their perceptions of their needs and long-term goals in the area of public speaking while the second one asked the students to comment on their learning preferences in this course. In the middle of the course, students were given structured peer evaluation sheets to complete while they listened to the first two oral assignments of their groupmates. Next, they were asked to give their comments on the performance of their classmates in the remaining oral assignments as an open evaluation.

RESULTS AND DISCUSSION

This discussion focuses on students' responses in two main areas, particularly; (1) their learning needs and preferences in public speaking, and (2) peer evaluation for classroom assignments.

Students' perception of their learning needs in public speaking

The results of the small-scale needs analysis survey provided some key information about students' learning perceptions. The overwhelming consensus from all those responding to the questionnaire reveals a strong awareness of their long-term goals in taking the course of public speaking. One hundred percent of the students agrees that business students need the ability to speak English with confidence and almost ninety-five percent agrees that they need to present a well-organized, dynamic speech. In conclusion, these survey results demonstrate that learners' needs in learning public speaking. In the second questionnaire, obtained results reveal that majority of the learners prefer learning in a group and they are visual learners.

Conclusion

The use of students' analysis – the integration of needs analysis, students learning preferences and peer evaluation can involve and engage learners into classroom effectively. Since, getting learners involved in the learning process through peer evaluation/feedback, reflective learning is promoted. The reflection obviously changes traditional learning into interesting and meaningful experience.

Although the study presented here is limited in a particular context within the country in Central Asia, the focus and approach can be implemented by ESP practitioners around the world in order to enhance oral communication of their learners.

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ҲАРБИЙ ТАЪЛИМДА ИНГЛИЗ ТИЛИ ТАРИХИГА ОИД ТУШУНЧАЛАРНИ ЎРГАТИШ МУАММОЛАРИ

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Abstract: This article highlights the importance of knowing a foreign language today the terms used in learning English in military education process and its use in real-life situations and the concepts widely used in conversations about the history of the English language that interest learners.

Давлат ўз сиёсатини амалга оширар экан, табиий равишда, ёшлар қатламини унинг таянчи ва истиқболини белгилаб берувчи асос сифатида қабул қилади. Зеро, ёшлар давлатнинг энг муҳим ижтимоий-сиёсий қадриятларидан ҳисобланади. Шу боисдан ҳам давлатимиз раҳбари, Қуролли Кучлар Олий Бош Қўмондони Шавкат Мирзиёев: “Маълумки, ёш авлод тарбияси ҳамма замонларда ҳам муҳим ва долзарб аҳамиятга эга бўлиб келган. Аммо биз яшаётган XXI асрда бу масала ҳақиқатан ҳам ҳаёт-мамот масаласига айланиб бормоқда”[1, 504-505.], деб таъкидлайди.

Бугунги кунда мамлакатимизда Ҳаракатлар стратегияси доирасида барча соҳаларда ислоҳотлар олиб борилмоқда. Ўзбекистон Республикаси бошқа давлатлар билан иқтисодий, сиёсий, маданий-маърифий алоқаларнинг кучайиши ёшларнинг хорижий тилларни билиши кераклигини тақозо этмоқда. Хорижий инвестицияларнинг мамлакатимизга кўплаб киритилиши, меҳнат ва касб-ҳунар миграцияси, ёшларнинг чет элларда ўқишлари, чет эллик мутахассисларнинг давлатимизга келиб ишлашлари, жиноятчиликни олдини олиш ва унга қарши курашиш соҳасида мамлкатимиз ҳуқуқни муҳофаза қилувчи органларининг бошқа давлатлар ҳуқуқни муҳофаза қилувчи органлари билан ҳамкорлигининг ривожланиб бориши ва бошқалар ана шундай омиллардан ҳисобланади. Бу, ўз-ўзидан, чет мамлакатлар тилини ўрганиш заруриятини келтириб чиқармоқда.

Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги ПҚ-1875-сонли “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги Қарори”[2] ижроси юзасидан хорижий тилларни ўрганиш жамиятнинг ижтимоий-иқтисодий, илмий-техникавий ва умуммаданий тараққиёти омили бўлиб, таълим олувчилар ва кишиларнинг тил тайёргарлиги узлуксиз таълимнинг, уни халқчиллаштирилишининг муҳим қисмидир. Умумий ўрта таълим мактаби, ўрта махсус касб-ҳунар таълими ва олий ўқув юртларида ўтилаётган чет тили дарсларига кирилганда ўқувчи ёки курсантларнинг сустлигини, фақат ўқитувчи сўрагандагина жавоб беришларини кўриш мумкин ва бу ҳолат кўпчилик мутахассислар учун сир эмас. Таълим олувчиларда тилга бўлган қизиқишнинг пастлиги сабабларидан бири – хорижий тилларда синфдан ташқари мулоқотнинг йўқлиги, яъни тил муҳити йўқлиги, чет тилини ўргатиш грамматик қурилмаларни, лексикани ўрганиш назарий ёдлашга айланганлигидир.

Ҳаракатлар стратегиясининг тўртинчи устувор йўналиши талабларидан келиб чиқиб, 2020 йил 23 сентябрь куни Ўзбекистон Республикасининг “Таълим тўғрисида”ги ЎРҚ-637-сон янги таҳрирдаги Қонуни қабул қилинди”[3]. Қонунда таълим тизимининг замонавий ахборот технологиялар асосида янада такомиллаштириш белгилаб берилди. Ислоҳотлар натижасида чет тили ўқитувчилари бошқа фан ўқитувчиларидан кўпроқ рағбатлантирилиб келинмоқда.

Хорижий тилни, айниқса, инглиз тилини атрофлича билиш ва уни турлича ҳаётий вазиятларда қўллаш малакасини шакллантириш учун баъзида бу тилнинг тарихига мурожаат

этишга тўғри келади. Зотан, инглиз тилининг орфографияси тарихийлик тамойилига бўйсунганлиги учун ёзув ва талаффуз ўртасидаги фарқ жуда узоқлашиб кетган. Бу ҳолат бир қатор объектив ва субъектив қийинчиликларни юзага келтирди. Жумладан, бу тилни ўрганаётган таълим олувчи нотаниш сўзни эшитса ёки қандай талаффуз қилинишини билмаса, унинг қандай маъно билдиришини англай олмай қолиши мумкин. Бу эса таълим олувчиларда ушбу тилда нутқий кўникма ва малакаларни ҳосил қилишга тўсиқ бўлади. Масалан, нега one сўзи бундай ўқилади, бу ерда w ҳарфи ёки а ҳарфи йўқ-ку? Нега put ва but сўзларидаги u ҳарфи икки хил ўқилади? Нима учун инглиз тилида “сенга” мос келувчи олмош йўқ? Нега know, knife сўзларида к ҳарфи ўқилмайди? Каби саволлар пайдо бўлади. Таълим олувчининг бу саволларига ўқитувчи қисқа қилиб: “Булар қоидадан истисно ҳолатлар”, - деб жавоб беради. Албатта, бу каби жавобдан баъзан таълим олувчи тугул ўқитувчининг ўзи ҳам қониқмайди.

Таълим олувчининг бу саволларига жавоб беришда ўқитувчи тилдаги бу ҳолатлар тилнинг тарихи билан боғлиқлигини тушунтириши керак. Мана шу каби ҳодисалар нафақат алоҳида олинган сўзлар талаффузи, ёзуви ёки маъносига тегишли, балки “бутун бошли грамматик қурилмалар ва категорияларга ҳам тааллуқли бўлиши мумкин”[4, 192]. Турли тилларда учрайдиган ва учрамайдиган ҳодисаларни тушунтиришда ҳам бу ҳол кузатилади. Жумладан, инглиз тилида экзистенциал қурилмалар ўзбек тилига ўгирилганда ўзларининг асосий маркерларидан айрилиб қолади. Масалан, Dilshod is a pupil. Дилшод – ўқувчи. Бу гапдаги is боғловчи феъли – экзистенциаллик алоқасини билдирувчи маркер бўлиб, ўзбек тилидаги “-дир” қўшимчасига тўғри келади. Аммо бу қўшимча оғзаки нутқда деярли ишлатилмайди ва ўзбек ўқувчилари is феълининг нега ишлатилишини, нима маъно беришини кўпинча тушуна олмай қийналадилар ва What is your name? сўроғига My name is Akbar деб жавоб берадилар.

Булар қаторига локатив маънони ифода қилувчи маркерларнинг ҳам таълим олувчилар томонидан қийин ўзлаштиришини қўшиш мумкин. Жумладан, ўзбек тилида предлог йўқ, кўмакчи сўз туркуми бор. Инглиз тилида эса предлог энг фаол, полифункционал ёрдамчи сўз туркумлари қаторига киради. Бу ўринда предлогли бирикмаларни тушунтириш ва айрим олинган предлогларнинг хусусий, яъни луғатда берилган маъноларни, уларнинг матндаги, яъни контекстуал маъноларига ҳар доим ҳам тўғри келмаслигини эслатиб ўтиш жоиз. Масалан, on the mountains – тоғда ва He went on – у давом этди каби. Кўриниб турибдики, иккинчи ҳолатда предлог десемантизацияга учраган, яъни маъноси йўқолган.

Бундан ташқари, ҳозир яратилаётган дарсликлар коммуникатив-интерфаол методларни қўллашга мўлжалланганлиги учун таълим олувчи улардан сўз, товуш, тил шакллари ва талаффуз меъёрини қандай бўлса шундай қабул қилиш, ёдлаб олиш ва қўллашни талаб этади. Бу ерда “Нега бундай?” деган савол бутунлай ўринсиз туюлади. Аммо қизиқувчан ўқувчи билишни истайди ва у ҳақдир. Агар man сўзининг кўплик шакли нима учун mans эмас men эканлиги ҳақида таълим олувчи савол берса, ўқитувчи ҳеч эринмай шу гуруҳга кирувчи бошқа сўзлар - tooth, mouse, foot, goose, woman ва ҳоказоларнинг кўплик шакли эканлигини кўрсатиб, улар ҳақида озгина бўлса-да ахборот бериб, бу ҳолат тилнинг тарихи билан боғлиқлиги ҳақида тушунча бериб ўтиши керак.

Худди шу тарзда son ва sun сўзлари талаффузининг бир хиллиги ҳам таълим олувчиларни қийнайди. Уларни қийнайдиган ва энг кўп учрайдиган функционал сўз бўлмиш does ни тушунтиришда ўқитувчи уни қуйидагича кўрсатиб ўтиши лозим: does (do:z > du:z > duz > d^z) талаффуз шаклларига эгадир. Тилнинг тарихий тараққиёти жараёнида талаффуз меъёри ўзгаргани билан ёзув (орфографик) ибора ўзгармаганлиги ҳозирги замон инглиз тилидаги ҳолатга олиб келганлиги таълим олувчига тушунтирилса, у тилга ва бу орқали ўз она тилида содир бўлаётган тарихий ўзгаришларга ҳам бефарқ бўлмайди.

Юқорида айтилган фикрларни умумлаштирилган ҳолда қуйидагиларни хулоса сифатида таклиф этиш мумкин:

биринчидан, чет тилларига ўқитишнинг самарадорлигини ошириш учун уни замонавий таълим ва ахборот технологияларидан кенг фойдаланиш билан уйғунлаштириш керак;

иккинчидан, тил тарихига алоқадор базавий билим ва кўникмаларни таълимнинг дастлабки босқичларидан киритиб бориш фойдадан ҳоли бўлмайди. Натижада, таълим олувчилар тил қотиб қолган нарса эмас, балки ривожланиб, ўзгариб борадиган алоқа воситаси эканлигини тушуниб етадилар;

учинчидан, инглиз тилидаги дарсликларда баъзи қоидадан истисно ҳолатларни тушунтиришда тил тарихига мурожаат этиш таълим самарадорлигини оширади, таълим олувчининг ўрганаётган нарсасини онгли равишда билишига ва ахборотни ўзлаштиришга ёрдам беради;

тўртинчидан, таълим жараёнида айрим ҳолларда тил тарихига мурожаат этиш таълим олувчиларнинг нафақат лингвистик дунёқарашини шакллантиради, балки ўз она тилига ҳам ўзгарувчан тарихий категория сифатида қарашга ўргатади.

Бундан ташқари, чет тиллардан инглиз тилини ўрганаётган таълим олувчиларда АҚШ, Буюк Британия каби мамлакатларга саёҳат қилиш имкониятлари катта эмас, (ҳарбий олий таълим муассасалари таълим олувчилари бундай имкониятга эга эмас) албатта, лекин ҳеч бўлмаганда телевидение, видео ва интернет орқали виртуал саёҳат ташкил этиш ва ушбу давлатлар ҳақида тасаввурга эга бўлиш учун дарсда медиадан кенг фойдаланиш керак бўлади.

Бугун республикамизнинг барча таълим муассасаларида компьютерлар мавжуд ва биз педагоглар ундан нафақат информатика дарсларида, балки чет тилларни ўқитишда ўринли фойдаланишимиз зарур.

Таълим олувчини мавзуга ижодий ёндашиши, дарсга бўлган қизиқишини уйғотиш учун унга замонавий дарс бериш керак, холос. XXI аср – ақл ва заковат асри эканини унутмаслик керак. Зеро, машҳур рус шоири В.Брюсов ёзгандек, “имкон қадар асрдан олдин юр, имкони бўлмаса аср билан бирга юр, ҳеч вақт асрдан ортда қолма”.

Таълим олувчини мавзуга ижодий ёндашиши, дарсга бўлган қизиқишини уйғотиш учун унга замонавий дарс бериш керак, холос. Мамлакатимизда Ҳаракатлар стратегияси доирасида олиб борилаётган барча соҳадаги ислоҳотлар тараққиётга хизмат қилмоқда, албатта. Бунинг асл сабаби юртимизда ўрнатилган тинчлик ва барқарорликдадир. 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясини “Илм, маърифат ва рақамли иқтисодиётни ривожлантириш йили” 2020 йилда амалга оширишига оид давлат дастурининг тўртинчи йўналиши-ижтимоий соҳани ривожлантиришнинг устувор йўналишининг 182-бандида “Эл-юрт умиди” жамғармаси томонидан 700 дан зиёд олимлар, профессор-ўқитувчиларни чет элга илмий изланиш ва малака ошириш учун юбориш режалаштирилган[5]. Бироқ пандемия сабабли мамлакатимизда 2020 йил март ойидан эътиборан жорий этилган карантин натижасида юқоридаги режа қарийб амалга амалга ошмай қолди.

Президентимиз Шавкат Мирзиёевнинг 2020 йил 29 декабрь кунидаги Олий Мажлисга Мурожаатномасида мазкур масалага алоҳида эътибор қаратиб, қуйидагиларни таъкидлади: “Эл-юрт умиди” жамғармаси орқали етакчи хорижий олий ўқув юртларининг магистратура ва докторантурасида ўқишга юбориладиган ёшлар сони 5 баробарга оширилади. Бу дастур орқали илк бор бакалавр йўналишида чет элларга 100 нафар ўғил-қизларимизни юборамиз. Кейинги йилларда уларнинг сони 2-3 баробарга кўпайтирилади”[6].

Дарҳақиқат, бу ёшлар учун яратилаётган имкониятлардан биридир. Бунинг учун ёшларимиздан чет тилларни талаб даражасида билишлари талаб этилади. Хорижий тажрибани ўрганишга юбориладиган профессор-ўқитувчилардан ҳам ўзларини йўналишлари бўйича, чет тилини ўрганишлари жараёнида ахборот-коммуникация технологияларидан фойдалана олишлари ва яхши билишлари талаб этилади, албатта.

Шу билан бирга, хорижий тажриба алмашишда касбий малакани оширилишида, ҳамкорликдаги дала ўқув машғулотлари, турли ҳарбий мусобақаларни ўтказилишида,

замонавий қурол-аслаҳа ва ҳарбий техникалардан самарали фойдаланишда ҳам замонавий ахборот-коммуникация технологияларни қўллай олиш орқали чет тилларни яхши ўзлаштирилиши зарур бунда медианинг ўрни катта ҳисобланади.

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MODERN APPROACHES TO THE DEVELOPMENT OF INTERCULTURAL AND COMMUNICATIVE COMPETENCIES OF THE REQUIREMENTS FOR THE IMPLEMENTATION OF NON-PHILOLOGICAL EDUCATION.

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Annotation: Formation of speech competence in foreign languages in the development of professional competence (competence) of students in foreign languages in world practice, modernization of innovative activities on the use of modern pedagogical technologies, step-by-step formation of speech etiquette competencies with differential approach to oral speech, education of particular importance is the increase in the efficiency of education, the creation of electronic textbooks and manuals on academic subjects, the expansion of access to modern information and communication technologies in education.

Today, as Uzbekistan is consistently moving towards building a democratic state governed by the rule of law and a just civil society, the training system has been radically reformed, and the interests of the individual and education have become a priority in state social policy. In modern conditions, in the training of highly qualified personnel, it is desirable to carry out training on the basis of modern systems and modern pedagogical technologies. The positive feature of advanced, modern pedagogical technologies is that the learning process is planned and implemented effectively, which guarantees the achievement of the set goals. In fact, 80% of the successful organization of lessons depends on the correct design, organization and implementation of the educational process.

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, that is, 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 the second language, it is considered the language of the brothers and sisters of other nationalities. A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our country. These languages are included in the curricula of

educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural environment, and the foreign language is learned in an artificial environment. Communication in a foreign language takes place mainly under the guidance of a teacher in the classroom.

There are significant differences between the three languages in certain aspects of learning and teaching a foreign language. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical subject, the foreign language teacher acquires a clear understanding of the norms of language experience accumulated by the student and further improves it. Effective teaching of foreign languages requires knowledge of its methods. The study and teaching of foreign languages largely depends on the theoretical development of the issues of foreign language teaching methodology and the creative application of the theory in practice. Therefore, a person who is committed to learning a foreign language and teaching it to others in the future must have a close understanding of the subject of foreign language teaching methods. 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 "a direction of education".

Nowadays, not only English but also German is taught in primary schools. German language classes in all classes are based on advanced interactive methods and are communicative. In the lessons, students learn German through four important activities (speaking, reading, writing and listening comprehension), the integration of teachers according to their needs, as well as through games and actions in the language. acquire learning skills.

At present, the level of interest, activity and, most importantly, the formation of language learners' skills and abilities to master the language and use it in the right situation is radically different from the results of the traditional teaching process. The conditions of learning have borne the fruits of their knowledge. In schools, academic lyceums, colleges and universities, foreign languages are taught in new classrooms and auditoriums specially equipped in accordance with modern requirements.

Here the educational process is computerized, equipped with new textbooks, technical aids and visual aids tailored to the needs of students, classrooms and auditoriums are equipped with advanced technical means (computer sets, projectors, interactive, electronic whiteboards, etc.) All this creates ample opportunities for teaching the German language using modern technologies. Special attention should be paid to the activities of foreign language training centers to meet the demand for foreign language learning today. The organization of foreign language teaching in such training centers requires a special approach, since language teaching and learning have a direct impact on the choice of the main forms of organization of the learning process and the content and methods of foreign language teaching. Therefore, before organizing the educational process in foreign language training centers, it is necessary to analyze the issues of involvement in the organization of lessons, programs and classrooms.

Today, it is difficult to imagine language teaching without communicative methods, because the only purpose of learning any language is to communicate in it. From this point of view, communication is carried out by the speakers through a variety of words. In such cases, the teacher should not find the opinions of the students to be wrong, but should help and encourage the students as much as possible, encourage them not to be afraid to say the wrong opinion, and at the end he must analyze each one himself. Various modern pedagogical technologies are used in the organization of such effective lessons, in the teaching of the German language. Here is an example: A case study is a combination of the words learning, analyzing, learning, and expressing the problem being studied. is a teaching method based on the study, analysis of specific situations, and the achievement of socially significant results, based on a nuanced-situational analysis of a real or artificially created situation that focuses on the search for appropriate solution options. This method allows learners to

model practical activities to diagnose the relevant life situation, express hypotheses, identify problems, gather additional information, clarify hypotheses and solve problems, and design specific steps to implement them. The use of case studies on specific life situations connects the learning process with real life. When reviewing a case, learners create group discussion. Later, the case method was widely used in business education. Today, there are more and more supporters of this method in terms of developing professional competence. From the 1950s onwards, business cases became popular in Western Europe. Europe's leading business schools are not only teaching case studies, but are also actively involved in case studies. Cases are a set of information. As a rule, the case consists of three parts:

1. Auxiliary information necessary for the analysis of the case;
2. Statement of exact situation;
3. Case assignment.

The case-study method involves: e a learning process. In the process, they interact in a real way. Keys gives learners the freedom to analyze, compare, and solve problems. Unlike the problem-based learning method, this method is based on making real decisions based on the study of real situations. If it is used as a way to achieve a specific goal in the learning process, it will have the character of a method, if it is carried out step by step in the study of a process, based on a certain algorithm, it will have a technological aspect, reflects. This method was first used in 1920 at Harvard Business School. Harvard Business School students quickly realize that there are no textbooks that are suitable for a graduate school in business. The first step taken by the teachers of the business school to solve this problem was to interview the leading business practitioners and give a detailed report on the activities of these managers and the factors influencing it. The report was presented to the audience in the form of a specific situation in which one or another organization was confronted, an analysis of the situation and a solution to it independently or as a ü Writing a case study; ü Independent study and discussion of case studies by students; ü Discuss the case study in the classroom under the guidance of the teacher; ü adherence to the principle of "discussion is more important than solution". Stages of implementation of the Keys-stage method: ü Introduction to Keys (individual); ü Identify and study the main problem (learning problem) (individually and in small groups); ü Gathering ideas and finding solutions to problems (in small groups); ü Presentation, analysis and evaluation of ideas for case studies (teacher and small groups); ü Case solution and recommendations (teacher, small groups and individual). Features of the case study.

1. Availability of research activities.
2. Teaching in groups and groups.
3. Integration of individual, group and collective forms of work.
4. Development of various educational projects.
5. Encourage students to learn in order to succeed.

Stages of the teacher's work implementing the case method:

1. Preparatory stage;
2. The main stage: implementation of the case-sale method;
3. Analytical, evaluative stage.

In working with cases, the teacher has a strategy for action:

1. The teacher can provide additional questions or information that serve as a key to help solve the problem;
2. In some cases, the teacher can determine the answer;
3. The teacher may not help in any way while the students are working on the problem.

Stages of solving the case by students and teachers: World experience shows that if the technology of solving the case of students consists of two stages, it is possible to achieve more effective in achieving educational goals: The first stage is the case. individual (out-of-class) work on the solution. The second step is to work as a team (in the classroom) with the case. The relevance of

the use of real-life situations in the educational process: The use of Keys-stage teaching method in the study of various situations - the organization of the study of real-life situations or the search for appropriate solutions to problems from learners based on artificially created situations is an on demand learning process. For each problem or topic studied by the case-study method, the plan of work on the topic, the details of their implementation, the sum of the results and conclusions form a separate case. This method is aimed at using real-life situations in the educational process. This is one of the most pressing issues in education today. The fact that it is possible to solve this problem shows the importance of this method. In our country, the case study in the field of education is mainly used in the system of retraining and advanced training, especially in the field of management. In recent years, there has been a growing interest in the development and implementation of case studies in higher education.

Nowadays, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical technologies in the educational process, one of the reasons for which is the fact that to date, students are taught to acquire only ready-made knowledge. , the use of modern technologies teaches them to search, analyze and draw conclusions on the issues of independent thinking. The experience of developed countries proves that new pedagogical technologies, along with satisfying the interest and need for learning in learners, are a key tool in achieving the task of training specialists in line with modern requirements.

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ЛИНГВИСТИЧЕСКИЕ И ЭКСТРАЛИНГВИСТИЧЕСКИЕ ТРУДНОСТИ ПРИ ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ЛЕКСИКЕ

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Одной из основных причин слабого владения иноязычной лексикой студентами неязыковых вузов, на наш взгляд, является недостаточная разработанность некоторых вопросов методики обучения иностранному языку. К таким вопросам относится методика выработки лексических навыков и умений и разработка системы упражнений для эффективного обучения лексике. (1)

Преподаватели иностранного языка в неязыковом вузе, сталкивается с трудностями культурологического характера. Эти трудности подразделяются на языковые, связанные с языком специальности и трудности, основанные на особенностях самой специальности.

К языковым трудностям юридической специальности относятся следующие трудности:

- трудности в словообразовании,
- трудности в употреблении временных формах глагола,
- трудности в использовании модальных глаголов,
- синтаксические трудности,

- стилистические трудности.

Трудности, связанные с особенностями юридической специальности можно выразить в следующем:

- коренное различие в основе систем права (прецедентное, беспрецедентное);
- различия в структуре правовых систем;
- разнообразие видов права и отсутствие аналогов;
- несоответствие судебных процедур;
- различия в специализации юристов и их полномочиях и т.д..

Этот список может быть намного длиннее при более глубоком изучении данного вопроса, но и перечисленного уже достаточно для обозначения проблем культурологического характера преподавателя ИЯ при обучении в юридическом вузе.

Решением вышеуказанных проблем занимаются во всём мире, где английский язык изучается как иностранный, но, к сожалению, пока безрезультатно.

Основная проблема состоит в том, что в силу огромного различия профессии юриста и профессии преподавателя ИЯ вообще, и несхожести правовых систем, в частности, невозможно дать студентам профессиональные языковые навыки по специальности. Некомпетентность преподавателя вызывает у студентов негативное отношение к предмету и, кроме того, не дает хорошего результата в работе над языковым материалом по специальности. Всё что может сделать преподаватель ИЯ в юридическом вузе – это внимательно изучить Конституцию своей страны, что способствует, прежде всего, укреплению его гражданской позиции, и вместе с тем, обогащает вокабуляр по специальности на родном языке. Ёще одним шагом может стать ознакомление с законами своей страны, хотя бы на уровне их классификации. Конечно, этого недостаточно для преподавания юридического английского, так студенты должны уметь не только воспроизводить информацию о правовой системе своей страны, но и воспринимать информацию о правовых системах, стран изучаемого языка.

Сложность в преподавании ИЯ как языка специальности ещё и в том, что зачастую преподаватель ориентирован больше на предъявление информации, а не на изучение языка. Существует много различных учебников по английскому языку, но они также направлены информативно, а не лингвистически. В этих учебниках подобраны прекрасные тексты, отражающие все особенности правовых систем, которые формально читаются, обсуждаются и забываются. Происходит это по той причине, что зачастую преподаватель ИЯ не может правильно реагировать на информацию из-за своей общей некомпетентности в праве, ему просто недостаёт культурологических знаний об особенностях права той или иной страны. В мире есть опыт преподавания ИЯ студентам-юристам непосредственно самими юристами, но результаты лучше не стали, так как в этом случае отсутствуют навыки и умения в преподавании ИЯ и всё опять сводится к получению информации, а не изучению языка.

Что касается решения вопроса о языковых культурологических трудностях, то им может стать совершенствование и доработка уже имеющихся учебников и учебных пособий с учетом языковых трудностей указанных в начале данной статьи. Учебно-методический материал должен нести в себе языковое начало, а не информативное. Неважно насколько широко охватывается тематика, важно насколько хорошо она в дальнейшем позволит студенту ориентироваться в языке специальности. Безусловно, это очень кропотливая работа, которая может стать базой для различных научных исследований.

Так, например, исследование словообразовательных особенностей юридического английского помогло бы классифицировать лексику и естественно, улучшить эффективность её как предъявления (что важно для преподавателя), так и усвоения (очень важного для студента). Выявление продуктивных аффиксов и типология их семантических особенностей позволит лучше ориентироваться в языке в целом. Например, данный перечень представляет лиц имеющих непосредственное отношение к закону, необходимо исследовать связь между

суффиксами и их семантикой в юридическом контексте, это поможет тематической типологии юридической лексики в целом.

Litigant	litigator	appellee
complainant	investigator	referee
appellant	prosecutor	trustee
defendant	testator	indictee

По отношению к трудностям, связанным с употреблением временных форм глаголов в юридическом контексте, необходимо изучить случаи употребления причастий прошедшего времени в назывной и атрибутивной функциях. Например, необходимо конкретизировать случаи употребления этих форм в роли существительных «обвиняемый, осуждаемый» accused, convicted, charged. Типология трудностей по данному принципу поможет избежать не только смешивания этих форм, но и их смешивания с временными формами глагола, такими как Simple Past, Passive Voice, Perfect (наиболее употребляемых в юридическом контексте).

Особую трудность представляют исторически сложившееся употребление модальных глаголов shall, to be, to do, may в юридическом контексте. Среди которых “shall” выступает в необычном значении “must” . “Do” своего значения не изменяет, но зато употребляется намного чаще, чем в литературном английском. ”Be” играет основополагающую роль при передаче различного рода полномочий, гарантированных законом. “May” самый употребляемый модальный глагол «Федерального Уголовного Кодекса США». Для преодоления трудностей употребления модальных в юридическом контексте необходимо создать систему правил и упражнений, четко обозначающих их семантику.

Синтаксические трудности юридического контекста связаны с длиной предложений. В зависимости от юридического жанра длина предложений может достигать ста слов. Это мешает восприятию информации, так как в такой массе слов трудно выделить ключевые понятия из-за множества атрибутивных вставок. Разрешением этой трудности могут стать упражнения, направленные на деление предложения на логические фразы, и поочередное их обсуждение по вопросам или на основе опорных слов.

Семантические трудности проявляются в использовании разных значений одного и того же слова в разных контекстах. Например, часто употребляемое слово «charge» в юридическом контексте может иметь примерно 50 значений. Слово «attorney» примерно с такой же частотой употребления, как и предыдущее, хотя имеет около 20 значений, но его значения сильно различаются в британском и американском вариантах английского языка. Преодолеть эту трудность можно путём целенаправленного подбора микро-контекстов (предложений), содержащих данную лексику, для тренинга в употреблении наиболее часто встречающихся значений.

Стилистические трудности юридического контекста напрямую связаны с жанровыми особенностями. Для академического обучения принят за основу книжный (учебники, учебно-методические пособия) и публицистический (газетные и журнальные статьи, различного рода публикации) стили юридического жанра. Эти стили пересекаются с остальными стилями: законодательством, юридическими документами, судебными решениями, которые часто в качестве примеров даются в вышеуказанных основных источниках обучения. Преподаватель ИЯ просто не в состоянии осилить такое количество материала. Эти трудности можно преодолеть только путём усилий авторов учебников и учебно-методических пособий. Они, за счёт сокращения тематики, больше внимания должны уделять разработке различного рода упражнений, направленных на изучение жанровых особенностей предлагаемых дискурсов.

Вариантами преодоления культурологических трудностей связанных с особенностями юридической специальности могли бы стать:

1) стажировка преподавателей ИЯ за рубежом, где ИЯ изучается как язык специальности;

2) специализированные тренинги-семинары, организованные совместно преподавателями-лингвистами и лекторами-правоведами как отечественными, так и зарубежными;

3) предоставление вузом возможности преподавателю ИЯ получить второе образование по данной специальности за рубежом, путём обеспечения гарантий не менять специальность;

4) предоставление возможностей преподавателю проводить научные исследования по устранению указанных трудностей;

5) создание республиканского научного языкового центра, занимающегося проблемами ИЯ в неязыковых вузах;

6) создание сайта в Интернете по обмену опытом работы в данном направлении.

В данной статье представлены далеко не все культурологические трудности преподавателей ИЯ в неязыковом вузе, но каждый преподаватель ИЯ может внести свой вклад в их преодоление. Участие в конференциях, семинарах, посвящённым такого рода проблемам, разработка и создание учебников, учебно-методических пособий, и даже отдельных видов упражнений, публикации об имеющемся опыте работы – это верный путь к преодолению любых проблем.

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Секция 4. Методы и средства развития владения иностранным языком у студентов с ограниченными возможностями

USING INCLUSIVE EDUCATION IN TEACHING ENGLISH TO STUDENTS WITH LEARNING DISABILITIES

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Annotation: Although there is currently, no internationally agreed definition regarding what inclusive education is the concept of “inclusion” has been argued for many years. The concept was originally used in relation to disability. This was the case in the 1990s, when talking about combating the discrimination or segregation that learners with special educational needs (SEN) due to disability faced in gaining full access to and participation in mainstream educational provision. Inclusive education supposes a real change at both policy and practice levels regarding education. Learners are placed at the center of a system that needs to be able to recognize, accept and respond to learner diversity. Inclusive education aims to respond to the principles of efficiency, equality and equity, where diversity is perceived as an asset. Learners also need to be prepared to engage in society, to access meaningful citizenship and to acknowledge the values of human rights, freedom, tolerance and non-discrimination.

Inclusive education for children with disabilities in educational institutions is one of the urgent problems of the modern education system and puts before all the challenge for teachers to ensure that the most appropriate conditions for the true and full inclusion and participation of these children in educational process. Implementation of the concept of inclusive education children with disabilities requires finding the most effective learning strategies as a process aimed at purposeful development of the personal potential of each child in according to his individual capabilities and needs. It is clear that implementing the idea of inclusive education places great responsibility on all participants in the educational process and, first of all, on the teacher. Held analysis of foreign studies on this issue showed that a typical the initial position of teachers of general education and special schools on inclusive education of children with disabilities in the general class is negative perception of such learning. For example, a group of professors from State University in New Jersey was a survey was conducted of 380 teachers of special and general education who do not have experience in an inclusive classroom who consider this training impractical. At the same time, 17 out of 19 teachers working in inclusive class, are convinced that collaborative learning is beneficial not only for children with disabilities and their peers, but also for teachers. The above experience confirms Sue's point. Stubbs, in Inclusive Education with Limited Resources, on that very often people begin to see the positive role of inclusion only in practice, which helps them to understand their hidden beliefs and values, and also determine whether these are the beliefs and values that they would like to defend (Stubbs, 2008).

The problem of inclusive education of children with disabilities facing foreign teachers language. Foreign countries have accumulated rich and successful experience joint education of children. However, analysis of foreign scientific research literature showed that the question of choosing an effective technologies for teaching a foreign language to children with disabilities health opportunities in inclusive education so far remains controversial. On the one hand, this problem is due to traditionally established in the education system, the view that the study a foreign language is a difficult process, and especially for children with psychophysical disorders. In order to reduce the teaching load on children with disabilities until recently it was considered inappropriate to teach them a foreign language as additional, motivated, first of all, taking into account the interests of this categories of children. In this regard, the question of interest is important children with disabilities. According to foreign researchers, these children are interested in learning a foreign language no less than their healthy peers: a successful career, perspective training in various international educational

programs, the ability to communicate with foreign friends, knowledge of a foreign language culture. On the other hand, teachers' attention is often focused on diagnosing a psychophysical disorder in the development of a child, which, certainly important, especially in the early stages of education. But if diagnostics acts as an end in itself and is not the basis for development individual educational trajectory of a student in accordance with the nature of its capabilities, then in this case, teaching a foreign language, like other general education subjects, it is impossible. According to R. Schwartz, early diagnosis of learning disabilities in students a foreign language should not be regarded as an establishment of fact the impossibility of their education, but how to teach children with disabilities health opportunities in a group of students studying a foreign language (Schwarz, R., 1997).

Perhaps this situation is the paradox of teaching children with disabilities to foreign language, the main idea of which is as follows. Process specifics learning a foreign language is about maximum individualization this process, involving increased inclusion and participation each student through the use of variable learning technologies. It is quite clear that students with disabilities health require the introduction of specially developed approaches to their training. However, in an inclusive classroom, educational vectors of learning foreign language “special” children and their peers should be collinear.

Obviously, the leading task as a foreign language teacher, teaching in an inclusive classroom and the school as a whole is to create educational environment in which the entire learning process will provide success in all students in the class achieving the necessary educational results, which in turn involves the use of effective training strategies aimed at predicting and removing possible difficulties in learning a foreign language that arise for each student class in learning a foreign language (Ortiz, 1997). Creature “Barrier-free” educational environment when teaching a foreign language children with disabilities in an inclusive class begins with creating a favorable microclimate conducive to all students in the class achieve academic results and empowering them (Cummins, 1989). Fundamental basis designing a successful and effective educational environment should be provision that all children can learn, and every teacher should take assume responsibility for the organization of an adequate psychological and pedagogical support in training. In foreign scientific research literature, devoted to this problem, various social pedagogical training models are presented. Given the specifics of the subject “Foreign language”, G. Gardner believes that the process of learning a foreign the language should be implemented within the framework of the “socio-pedagogical” model, based on empowering their inclusion and active participation children with disabilities into the socio-cultural communication in accordance with the developmental characteristics of their cognitive and emotional spheres (Gardner, 1985). This model should be considered as a system-structural concept, the fundamental components which are the following: socio-cultural environment, previous factors (a combination of biological and empirical factors, individual characteristics of emotional and cognitive activity), accounting individual differences in the learning process, teaching a foreign language in variable contexts, acquisition of language skills in different contexts, learning outcomes. It should be emphasized that the backbone of this model is training in socio-cultural context, contributing to the formation of students linguistic and non-linguistic skills and abilities. (Gardner, MacIntyre, 1993). Teaching a foreign language in a socio-cultural context assumes the maximum concentration of the teacher on individual differences between students, which can be conditionally divided into two groups: cognitive and emotional. The components of the cognitive group are features of intellectual activity, level of language proficiency and language learning strategies. The emotional sphere includes attitudes towards language, motivation and language barriers. These components should considered in their interdependence and interdependence. So, e.g. position in relation to one's own language and the language of others people have a strong influence on motivation, and a high level of motivation in turn helps to reduce emotional anxiety in success learning a foreign language or, conversely, a high level of anxiety causes a significant decrease in the level of motivation. Moreover, emotional anxiety and motivation can have a profound effect on learning strategies (Gardner, MacIntyre, 1993; MacIntyre, 1997; Onwuegbuzie, 1999). According to

foreign scientists, the process of teaching a foreign language in sociocultural context should be aimed at the formation and development of linguistic and non-linguistic skills and abilities proper students. The implementation of this goal involves modeling situations real communication, during which communicative foreign language needs important for building further prospects for its study (Krashen, 1982). Correct organization communicative activity of students in an inclusive classroom allows: increase the level of cooperation between all students in the class without exceptions, the level of students' confidence in their abilities and attentive attitudes towards the needs of others; develop a system of differentiated exercise and schedule extra time to complete them; implement immediate feedback between class students, providing the ability to consolidate and expand language and speech student skills. Using a communicative approach to teaching children with disabilities is intended to ensure formation and development of the main types of speech-thinking activity students. One of the priority tasks of the teacher in this case is helping your child succeed in learning. Respectively, the success of training largely directly depends on the comprehensive and systematic introduction into the educational process of various educational technologies. For example, in order to actualize all organs of the sensory the perception of students in the process of communicative communication scientists recommend using a multisensory approach (Tlustošová, 2006: 14).

Thus, the problem of teaching a foreign language to children with disabilities in an inclusive education is one of the topical and debatable issues in modern pedagogical science.

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IMKONIYATI CHEKLANGAN TALABALARDA XORIJIY TIL KO'NIKMALARI MUHITINI YARATISH

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Annotation: Practical skills in a foreign language are the most important thing in students with disabilities. The organization of this process should be designed to meet the needs of the disabled student. It is necessary to study the concept of students with disabilities and create basic principles. And we can use modern technology that is understandable to them.

Jamiyat taraqqiyotining hozirgi bosqichida o'spirinlar sog'lig'ining yomonlashuvining haqiqiy tendentsiyasi paydo bo'ldi va nogiron bolalar soni ortdi.

Tadqiqotning dolzarbligi bu so'nggi paytlarda ingliz tilining roli oshib bormoqda. Chet tilidagi amaliy ko'nikmalar birinchi o'ringa chiqadi. Zamonaviy dunyoda hayot internetsiz tasavvur etish mumkin emas va chet tilini bilish bu sohada to'laqonli faoliyat uchun zarurdir. Endi nogiron talabalarni o'qitish tajribasi normal rivojlanayotgan boshqa talabalar bilan teng ravishda faol ravishda shakllanmoqda. Ushbu turdagi ta'lim amaliyoti har biri alohida talabaning individualligini qabul qilish g'oyasiga asoslanadi, shuning uchun jarayon nogiron talabaning ehtiyojlarini qondiradigan tarzda tashkil etilishi kerak.

o'quv-tarbiya jarayonini tashkil etishda tabaqalashtirilgan yondashuvni amalga oshirish.

Maxsus texnologiyalardan foydalanish vizual analizatorning holatini yaxshilashga yordam beradi. Treningning asosiy printsiplari:

- ta'lim jarayoni uchun motivatsiya;
- psixologik xavfsizlik;
- birgalikdagi faoliyat birligi;
- atrof muhitga moslashishda yordam berish.

Tadqiqotning maqsadi - talabalarda ingliz tilini o'qitishning davlat standartiga muvofiq zamonaviy usullarini o'rganish.

- Imkoniyati cheklangan talabalar tushunchasini o'rganish;

Nogiron talaba - bu ta'lim olish uchun maxsus sharoit yaratmasdan, ta'lim dasturlarini ishlab chiqishga to'sqinlik qiladigan jismoniy va aqliy qobiliyati cheklangan shaxs .

Jamiyat va davlatning yangi qadriyat yo'nalishlari ta'siri ostida, shuningdek, maxsus ta'lim tizimining rivojlanishning sifat jihatidan yangi bosqichiga o'tishi bilan bog'liq holda, bolaning ta'lim yutuqlari va yutuqlari o'rtasidagi munosabatni qayta ko'rib chiqish zarur bo'ldi. Ijtimoiy vakolatlar sohasida, nogiron talabaning sog'lig'i, shaxsiy, ijtimoiy rivojlanishining o'rni va o'rnini qayta ko'rib chiqish lozim.

Rivojlanishida nuqsoni bo'lgan talaba bilan o'zaro munosabatlar jarayonida ko'plab tashqi va ichki omillarning rivojlanayotgan shaxsiga ta'siri bilan bog'liq ko'plab muammolar paydo bo'ladi. Ushbu jarayonni samarali boshqarish uchun siz ularning o'ziga xos xususiyatlarini, ijobiy va salbiy tomonlarini bilishingiz, ta'sir natijalarini oldindan bilishingiz va o'z vaqtida tuzatishlar kiritishingiz kerak.

Maxsus ta'lim ehtiyojlariga ega bo'lgan talabalar - bu maxsus psixologik-pedagogik yordamga va ularning o'qishi va o'qitilishi uchun maxsus sharoitlarni tashkil etishga muhtoj bo'lgan talabalar.

Imkoniyati cheklangan bolalarning asosiy muammolariga to'xtalib o'tamiz.

Nozologik guruhga qarab nogiron bolalar rivojlanishining ba'zi psixologik xususiyatlarini ko'rib chiqamiz. -aqliy rivojlanishdagi sustkashlik; • eshitish qobiliyatining buzilishi (eshitish qobiliyati past, kar); • aqliy zaiflik ; • ko'rish muammolari (ko'rish qobiliyati cheklangan, ko'r); • tayanch-harakat tizimi ishidagi buzilishlar; • nutqning og'ishi; • aloqa va xatti-harakatlarning buzilishi; • ko'plab sog'liq muammolari (bir vaqtning o'zida bir nechta patologiyalarning

kombinatsiyasi). Ingliz tili darslarida zamonaviy ta'lim texnologiyalari - bu aniq maqsadga erishish uchun zarur bo'lgan o'qituvchi va talabaning o'zaro ta'sirining aniq shakllangan jarayoni. Zamonaviy ta'lim texnologiyalarining asosiy mezonlari quyidagicha isbot keltiramiz. Mustahkamlik ingliz tilini o'qitishning zamonaviy texnologiyalari tizimning belgilarini o'z ichiga olishi kerak.

Moslashuvchanlik texnologiya talabaning o'qituvchi bilan qulayligi va o'zaro ta'siriga qarab o'zgarishi imkoniyatini ta'minlashi kerak Tanlangan texnologiya doimo rivojlanish yoki o'zgartirish imkoniyatiga ega. Har qanday texnologiya tushunarli bo'lishi kerak, shunda uni boshqa o'quv muassasalarida turli o'qituvchilar va talabalar qo'llashi mumkin. Yuqoridagi barcha narsalar bilan bir qatorda zamonaviy ingliz tili darsligi doimiy ravishda yangi narsalarni o'z ichiga olishi kerak, chunki monoton harakatlar har qanday yoshdagi o'quvchilarning qiziqishini ushlab turolmaydi.

Zamonaviy ta'lim texnologiyalarining turlari :

1. Kommunikativ - kommunikativ kompetentsiya ko'nikmalarini shakllantirishga mo'ljallangan. Ingliz tili darslaridagi ushbu zamonaviy texnologiyalar talabalarning zamonaviy madaniyatlarda aloqa shakllari va modellariga moslashishlari uchun zarurdir.

2. Differentsial texnologiya - mavzu bo'yicha bilimlar ularning shaxsiy qiziqishlari, ko'nikmalari va kuchli tomonlarini hisobga olgan holda amalga oshiriladi.

Imkoniyatlarni rivojlantirish diagnostika testlaridan foydalanish bilan bir qatorda rag'batlantirishga asoslangan.

3. Modulli texnologiya - zamonaviy ingliz tili darsligi, shuningdek uning mazmuni (yakka tartibdagi modullar, kichik bo'limlar) bitta umumiy kursga birlashtirilganligini ta'minlaydi.

4. Axborot-kommunikatsiya texnologiyalari - o'quvchilarning mustaqil ishlarining intensivligini oshirish orqali darsning amaliy yo'nalishini oshirishni, shuningdek, bilim faolligini oshirishni nazarda tutadi.

5. Dasturiy ta'minotni qo'llash texnologiyasi AKTning kichik turidir. Ingliz tilini o'qitishning bunday texnologiyalari matnlar tarjimasini o'qitish jarayonini samarali ravishda to'ldiradi.

Ushbu texnologiya o'quvchilarning mustaqil faoliyatini kuchaytiradigan kompyuter dasturlaridan foydalanish bilan tavsiflanadi. Bu grammatika va so'z boyliklarini rivojlantirishga yordam beradi.

6. Internet texnologiyalari - har xil imkoniyatlarni ochadi va ma'lumot topish, individual loyihalar va izlanishlar yaratish uchun imkoniyatlar.

7. Shaxsiy ta'lim asosida ingliz tilini o'qitishda zamonaviy texnologiyalar - o'quvchilarning qiziqishlari va xususiyatlarini hisobga olgan holda o'quvchilarga yo'naltirilgan o'qitish uslubini amalga oshiradi.

8. Sinov texnologiyasi - kurs talablari tomonidan ko'rib chiqilgan materialning o'zlashtirilishini nazorat qilish. Ingliz tili darslarida o'qitishning bir qator texnologiyalari o'qituvchiga o'quvchilarning kuchli va kuchsiz tomonlarini aniqlashga imkon beradi.

Ingliz tili bo'yicha xalqaro imtihonlar zamonaviy sinov texnologiyalariga o'tkaziladi.

9. Loyiha texnologiyasi - o'quvchilar doimiy ijtimoiy o'zaro munosabat modelini yaratish bilan tavsiflanadi. Birinchi uslub talablarining umumiy davolash yaxshilangan fanlararo aloqalarini rivojlantirishga yordam beradi.

10. Hamkorlik texnologiyasi - xizmatda o'qitish g'oyasidan foydalanadi.

11. O'yin texnologiyasi - vazifalarni birgalikda ko'rib chiqish va hal etish jarayonida talabalarning imkoniyatlarini ochib berish va ijodiy fikrlashlarini rivojlantirishga asoslangan. Masalan, mashhur "Buzilgan telefon" o'yinidan foydalangan holda o'quvchilar ketma-ket yoki sinxron tarjima mahoratini rivojlantiradilar.

12. Tanqidiy fikrlashni rivojlantirish texnologiyasi - talabada tanqidiy va olingan ma'lumotlarga e'tibor berib, ko'p qirrali shaxsni rivojlantirish uchun mo'ljallangan. Ushbu texnologiya badiiy asarlar, she'rlar va boshqalarni badiiy tarjima qilishda juda dolzarb bo'lib qola

Shunday qilib, o'qituvchi doimiy ravishda o'quv jarayoniga yangi lahzalarni kiritishi kerak, bu esa uning tarbiyalanuvchilari tomonidan qiziqish bilan qabul qilinadi. Badiiy va og'zaki tilning farqiga e'tibor qaratish lozim. Axir, keyinchalik talabalar, ehtimol, nafaqat an'anaviy adabiy tilda yozilgan matnlarni o'qish va tarjima qilish, balki ba'zi bir o'ziga xos iboralar, yoshlik yoki professional jargonlar va shunga o'xshash narsalar yordamida haqiqiy ona tilida so'zlashuvchilar bilan muloqot qilishlari kerak bo'ladi.

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INGLIZ TILINI IMKONIYATI CHEKLANGAN BOLALARGA KOMPYUTER-INNOVATIV TEXNOLOGIYALAR VA ELEKTRON DARSLIKLAR ORQALI O'RGATISH

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Annotation: Using computer-based innovative technologies in education for children with disabilities health in educational institutions is one of the urgent problems of the modern education system and puts before all the challenge for teachers to ensure that the most appropriate conditions for the true and full inclusion and participation of these children in educational process. Implementation of computer based innovative technologies and e-course books for children with disabilities requires finding the most effective learning strategies as a process aimed at purposeful development of the personal potential of each child in according to his individual capabilities and needs. It is clear that implementing the idea of inclusive education places great responsibility on all participants in the educational process and, first of all, on the teacher.

Bugungi kunda globallashuv jarayoniga aloqador bo'lmagan mamlakatni tasavvur qilish imkonsiz va nihoyatda qiyin. Globallashuv jarayoni ta'sirini inkor etish butun olam tortishish qonunini inkor etish bilan barobardir. Yuqoridagi jarayon orqali odamlar foyda ko'rishdi, turli mamlakatlardagi hukumatlar turli xil muammolarga duch kelishdi, masalan, nogironlar sonining ko'payishi. Nogironlar muammosi uning hududida SSSR qulashidan ancha oldin mavjud bo'lgan bo'lsa-da, endi chegaralar ochilishi sababli bu dolzarb bo'lib qoldi. Agar ilgari odamlar guruhlari alohida yashagan bo'lsa, masalan, ko'zi ojizlar, kar va soqovlar jamiyati, endi ular ijtimoiylasha boshladilar. Bunga jahon tajribasini kuzatish, mehnat resurslarining erkin harakati, texnologiyalar transferi va turli integratsiya jarayonlari kabi ko'plab omillar yordam berdi. Ularning bir nechtasiga qo'shilish ishtirokchilarni yangi qonunlar, kontseptsiyalarni qabul qilishga, munosabatlarni o'zgartirishga, iqtisodiy siyosat ustida o'ylashga, ham mahalliy darajada, ham xalqaro miqyosda majbur qiladi. Va aniqki, bir qator yirik kompleks chora-tadbirlar va global yechimlar zarur. Bizning fikrimizcha, ushbu mavzuning dolzarbligi nafaqat sobiq ittifoq hududida, balki butun dunyo uchun katta kuchga ega. O'rganish jarayonida, jahon tajribasiga tayanib, to'g'ri yo'nalishda shakllantirish

va yo'naltirish uchun ko'p narsa o'rganish kerak. Dunyo jadal o'sib bormoqda, chegaralarda to'siqlar yengillashtirilayapti va jamiyat va fuqarolar uchun yangi talablar va mezonlarni ilgari surmoqda.

Hamkorlik va aloqa doirasida ingliz tili xalqaro muloqot tili sifatida nogironlar orasida tobora ko'proq qiziqish uyg'otmoqda. Bunga bir nechta omillar yordam beradi: birinchidan, ko'zi ojizlar uchun moslashtirilgan turli dasturlar va texnologiyalar. Ularni tanishtirish uchun ingliz tilini bilish talab etiladi. Ammo ingliz tilini nogironlarga o'rgatish, ular bilan ishlay oladigan malakali kadrlarni talab qiladi. O'zbekistonda hali bunday tajriba mavjud emas, ammo inklyuziv ta'limga e'tibor berila boshlandi. Ushbu muammoni bartaraf etish uchun ba'zi tashabbuslar kuzatilgan. Ammo ular aytganidek, davlat ommaning ongi tufayli kuchli va ular bilan juda ko'p tizimli ishlar oldinda. O'zbekistonda aholining aksariyat qismi yuqori sifatli aloqa qilish uchun zarur bo'lgan amaliy darajaga ega emasligi, masalan, ingliz tilida biznes yuritish va h.k. Va vaqt bugungi kunda oddiy aholi uchun ham, nogironlar uchun ham tilni bilishni talab qiladi.

Ushbu muammoni hal qilish orqali biz ularga yangi imkoniyatlar, shuningdek, bilim, fan va jahon tajribasidan foydalanish imkoniyatlarini ochib beramiz. Bugungi kunda Butunjahon ko'zi ojizlar jamiyati kabi ko'plab tashkilotlar, shuningdek, nogironlarning turli uyushmalari mavjud. Ammo aloqa tili ingliz tilidir va bu orqali barcha odamlar birgalikda ishlashlari mumkin. Shuningdek, ular butun dunyo bo'ylab yuqoridagi kasaba uyushmalari a'zolarini qo'shma loyihalarga jalb qilish imkoniyatiga ega bo'ladilar. Ushbu uyushmalarda ingliz tilini biladigan mutaxassislar yo'qligini hisobga olsak, masalan, O'zbekistondagi ko'zi ojizlar jamiyati xalqaro yozishmalar uchun oddiy odamni yollagan. Va bunday holatlar juda ko'plab nogironlar qashshoqlik darajasidan past bo'lib, ish topa olmaydilar. Yana bir muhim jihat shundaki, mehnat bozori tilni biladigan mutaxassislarga muhtoj. Barcha mamlakatlar ushbu muammoni turli yo'llar bilan hal qilishadi. Hech bir mamlakat nogiron kishilarga shunchaki xayriya yordami bilan yordam bera olmaydi. Albatta, ular nogironlarni qo'llab-quvvatlashga qaratilgan siyosatni ilgari surishlari mumkin, ammo bizning fikrimizcha, avvalo, ularni ijtimoiylashtirish kerak, biz bu erda yangi ko'nikmalarni o'rgatamiz va til juda muhimdir. Amerikaliklar aytganidek ko'nikmalar to'lovlarni to'laydi. Ingliz tilini bilgan holda, nogironlar chegaralarni bemalol kesib o'tishlari mumkin. Yangi texnologiyalarning rivojlanishi va virtual makonning rivojlanishi bilan bog'liq holda odamlar ofis ishlarini uydan chiqmasdan qilish imkoniyatiga ega, bundan tashqari, ingliz tilida ko'proq va ko'proq ish yuritish ishlari olib borilmoqda. Shoshilinch ravishda nogironlarga ehtiyoj bor. Ammo nogironlarga ingliz tilini o'rgatish juda qiyin vazifadir. Ularni o'rgatish uchun metodika, yondashuv va tajriba yo'q, masalan, ko'zi ojizlari. Hech qanday samarali usullar mavjud emas, bundan tashqari, Nogironlar yuqori maoshli o'qituvchilardan dars olishi uchun pul to'lay olmaydilar. Shuning uchun biz har bir darsni yarata oladigan va kelajakda ularni amaliy nuqtai nazardan aniq natijalarga olib borish uchun tizimlashtiriladigan va birlashtiriladigan yangi metodikaga asos soladigan juda tajribali o'qituvchilarni jalb qilishimiz kerak. O'qituvchilar psixologiya bo'yicha bilimlarga ega bo'lishlari va nogironlar oddiy odamlar va ma'lum darajada g'ayrioddiy ekanligini aniq tushunishlari kerak. Bundan tashqari, O'zbekiston ingliz tili o'qituvchilariga, hattoki yangi o'qituvchilar avlodiga juda muhtoj, chunki ularning kursi boshqalarnikidan butunlay farq qiladi. U turli xil fanlarni o'z ichiga olishi kerak, masalan, sanoat va yosh bo'yicha psixologiya va boshqalar. Nogironlar soni, statistika ma'lumotlariga ko'ra, O'zbekistonda 1200000 kattalar va 240665 bolalardan oshishini hisobga olsak, ularning aksariyati ingliz tiliga muhtoj.

Nogironlar bilan ishlaydigan olimlar va amaliy o'qituvchilar sifatida biz tilni o'rgatish uchun amalda sinovdan o'tgan usullar va kitoblar yetarli emasligini ishonch bilan aytishimiz mumkin. Nogiron kishilarga ingliz tilini o'rgatish bo'yicha bir necha yil davomida biz tegishli manbalarni va usullarni topa olmadik. Hozircha Headway, ingliz tilidagi fayllar kabi to'liq birlashtirilgan texnikalar mavjud emas. Va agar siz ularni izlashni boshlasangiz, masalan, O'zbekiston Respublikasi Milliy kutubxonasida siz hech narsa topa olmaysiz, hatto Internet ham ular bilan maqtana olmaydi. Va bu erda yagona echim - o'zingizni ixtiro qilish yoki voz kechishdir. O'qitishni samarali qilish uchun to'plangan tajribani tizimlashtirish, shuningdek, tajriba almashish uchun maydon yaratish zarur. [2].

Shu munosabat bilan biz quyidagilarni taklif qilamiz:

1) ushbu sohadagi barcha tajribalarni to'plang.

2) O'qituvchilar va talabalar uchun kitoblar yozing.

3) Ta'limning samarali metodikasini ixtiro qiling.

4) Amaliyot va tajriba almashish uchun imkoniyatlar yaratish.

5) Nogironlar uchun fakultetlar va tadqiqot markazini ochishga ko'maklashish.

6) Nogironlar uchun veb-saytni, shuningdek, nogironlar va ko'zi ojiz odamlar birlashishi mumkin bo'lgan veb-seminarlarni ishlab chiqish, shuningdek, virtual akademiyani yaratish kerak, u erda sinovdan o'tgan darslar ularni vaqti-vaqti bilan ko'rish va bo'lish qobiliyatlari bilan yuklab olinadi. o'qituvchi bilan doimo aloqada bo'lish. Barcha materiallar o'quv simulyatorlari sifatida ishlatilishi mumkin. Yana bir muhim jihat - odamlarda ongning uyg'onishi.

7) Ishlashning yana bir muhim jihati - ingliz tilida o'qish va yozish (Brayl alifbosi juda qiyin va noqulay).

8) Nogironlarni ilgari o'zlari ishtirok etmagan tanlovlarga, masalan, oddiy odamlar bo'lgan ingliz tilidagi she'rlar tanloviga jalb qilish kerak. Vaqt o'tishi bilan tarmoqlar bo'yicha xalqaro musobaqalarni tashkil qiling, bu ularga kompyuterni o'rganishga kuchli turtki beradi. Shunda ular raqobatbardosh va ijtimoiylashadilar. Tasavvur qiling, umuman ko'zi ojiz va kar odamlar butun dunyoga kompyuter orqali bog'langan va bu odatiy amaliyotdir. Ular bu haqda orzu qiladilar. Shunda ular ish yuritishlari, pul topishlari va mamlakatimizning ijtimoiy fuqarolari bo'lishlari mumkin bo'ladi. Har bir inson sayohat qilish va yangi ko'nikmalarni o'rganish imkoniyatiga ega bo'ladi. Bundan hamma, davlat, jamiyat va Nogironlar jamiyati foyda ko'radi. Dunyoning eng rivojlangan mamlakatlari qatoriga kirish arafasida nogironlar uchun ta'lim olish huquqining tengligi, shuningdek, BMTning nogironlar to'g'risidagi konvensiyasi bo'yicha majburiyatlarning bajarilishini ta'minlanishi kerak.

Maktab yoshidan yuqori darajadagi ko'zi ojizlarni o'qitish va o'qitish metodikasi hali boshlang'ich bosqichida bo'lgani kabi juda muhim ahamiyatga ega. Buni boshidanoq qilish kerak deyish to'g'ri bo'ladi. Bundan tashqari, multimediya asosiy rol o'ynashini hisobga olgan holda o'qitish usullari, jihozlari, vositalarini ko'rib chiqish kerak. Integratsiyalashgan yondashuvlar ortida kelajak uchun ulkan imkoniyatlar mavjud. Multimedia deganda biz hozirda ko'zi ojiz odamlar uchun odatiy bo'lgan odatdagi MP3 va CD-lardan ko'proq mazmunli tarkibga o'tishni nazarda tutmoqdamiz, bu nafaqat ba'zi xabarlarni eshitish, balki his qilish va idrok etish imkoniyatini beradi. Shuningdek, ko'zi ojizlar orasida o'qish muammosi dolzarb bo'lib qolmoqda. Brayl alifbosi juda noqulay bo'lganligining asosiy sabablaridan biri. O'qish tezligi ko'zi ojizlarning umidlarini qondira olmaydi. O'qish tezligidan tashqari, boshqa noqulayliklar ham mavjud, masalan, M. Saavedraning "Don Kixot" asari Brayl alifbosidagi o'n jilddan iborat. Yana bir kamchilik bor, masalan, hamma kattalar ham Brayl yozuvini qanday o'qishni bilishmaydi va uni o'rgana olmaydilar. Bu barmoqlarni sezish bilan bog'liq. Shuning uchun elektron darsliklar va kompyuter texnologiyalaridan foydalanish bilan bog'liq yangi usullarni joriy etish zarur. Nogironlar yangi to'lqinni, hatto yangi inqilobiy yondashuvlarni kutmoqdalar. Va buni qilish kerak. Dasturchilar olimlari uchun katta ish maydoni mavjud. Bizning fikrimizcha, bir qator murakkab chora-tadbirlar va echimlar zarur, jumladan: anketalar, anketalar orqali ma'lumotlarni to'plash, yangi usullarni joriy etish va tajriba guruhlarida keyingi sinovlar. [1,3].

Bizning qarashimiz quyidagi bosqichlarni o'z ichiga oladi:

1) Ingliz tilini o'qitishni boshlash kerak, asosiy so'rov amaliy ingliz tilidir, ammo sanoat bo'yicha biznes ingliz tili ham kerak. Bu erda biz tajribalarni qo'llagan holda turli xil yangi pedagogik yondashuvlarni qo'llagan holda, katta yoshdagi o'quvchilar guruhi bilan mashg'ulotlarni boshlashni rejalashtirmoqdamiz. Guruhning mavjudligi qayta aloqa qilishni kafolatlaydi.

2) Darslarni videoga olish va maxsus saytlarga yuklash kerak, bu erda hamma qo'shilishlari mumkin. Muhim ijobiy ta'sir shundan iboratki, nogironligi bo'lgan odamlar kompyuterlardan ta'lim olish vositasi sifatida foydalanadilar.

3) Chegaralarni kengaytirish va nogironlarni boshqa darajaga olib chiqish, ularni konferentsiyalarda va boshqa aloqa maydonchalarida bevosita ishtirok etish orqali ijtimoiylashtirish.

4) ish beruvchilar bilan mehnat bozoridagi vaziyatni, shuningdek ularning kutish va istaklarini o'zlashtirish uchun yaqin munosabatlarni o'rnatish.

5) Birgalikda ishlash uchun Mehnat va aholini ijtimoiy muhofaza qilish vazirligi bilan yaqin ish aloqalarini o'rnatish zarur. O'zbekiston BMTning nogironlar huquqlari to'g'risidagi konvensiyasini ratifikatsiya qilish arafasida. 2020-2024 yillarga mo'ljallangan dastur allaqachon tasdiqlangan. Ushbu dastur ortida ulkan salohiyat mavjud bo'lib, u O'zbekistondagi nogironlar hayotida katta o'zgarishlarni amalga oshirishi kerak.

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METHODS OF TEACHING ENGLISH LANGUAGE AND PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT FOR PEOPLE WITH DISABILITIES

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Annotation. In this article are considered the main problems and the psychological characteristics of the development of people with disabilities, depending on the no zoological group, as well as the main directions of working with disabled people are presented.

Today it is impossible and extremely difficult to imagine a country not involved in the process of globalization. To deny the influence of the globalization process is the same as to deny the law of universal gravitation. Through the above process, people have benefited, while governments in different countries are faced with different challenges, such as the growing number of people with disabilities. Within the framework of cooperation and communication, English as the language of international communication is of increasing interest among people with disabilities. This is facilitated by several factors: the availability of various programs and technologies adapted for the blind. Introducing them requires knowledge of the English language. But teaching English for people with disabilities requires qualified personnel who can work with them. Some initiatives have been observed to overcome this problem.

Psychological features of the development of people with disabilities

A student with disabilities is a person with physical and mental disabilities that impede the development of educational programs without creating special conditions for obtaining education. Under the influence of new value orientations of society and the state, as well as in connection with the transition of the special education system to a qualitatively new stage of development, it became necessary to rethink the relationship between the educational achievements of the child and achievements in the field of social competence, to rethink the role and place of the personal, social development of a people with disabilities [1-2]. In the process of interacting with a people with developmental disabilities, many problems arise associated with the influence on the developing

personality of a huge number of external and internal factors. To effectively manage this process, it needs to know their specifics, positive and negative sides, anticipate the impact results and make adjustments in a timely manner. Let's highlight the main problems of people with disabilities. It is a connection with the outside world, social contacts with peers and adults, communication with them, with nature, access to cultural values. These problems are associated not only with social, physical and mental health, but it is also the result of social policy and the prevailing public consciousness, the absence of special social services. The process of social rehabilitation takes place only in activities that provide knowledge of the people of the surrounding world, generate new needs, stimulate the emergence of feelings in people, activate the will, is the most important source of mastering the experience of interpersonal relationships and behavior. Working for people with disabilities is carried out in four directions: management, preventive, protective and security, analytical and diagnostic (Table 1).

Table 1

The main areas of work with people with disabilities

Direction	Content
Management	1. Participation in pedagogical councils. 2. Counseling for cool parents. 3. Participation in the development of a work plan for the escort service. 4. Drawing up reports and references. 5. Participation in meetings, seminars and working groups to increase the effectiveness of their work and to establish contacts.
Preventive	1. Studying the contingent of students. 2. Studying the society of people. 3. Participation in the work of the escort service.
Protective and security	1. Patronage of newly arrived students is carried out. 2. Organization of obtaining preferential travel documents for students. 3. Control over the organization of assistance to children at risk. 4. Employment of students for the summer period.
Analytical and diagnostic	1. Collecting information about students detained by the police. 2. Analysis of the work of a social teacher at the beginning and end of the school year. 3. Study of new educational technologies in order to achieve maximum efficiency in work.

Let's consider some psychological features of the development of people with disabilities, depending on the no zoological group:

- retardation in mental (intellectual) development;
- hearing impairment (hard of hearing, deaf);
- impaired mental function;
- vision problems (visually impaired, blind);
- violations in the work of the musculoskeletal system;
- speech deviations;
- disorders of communication and behavior;
- multiple health problems (combination of several pathologies at the same time).

The future of millions of disabled people across the country depends on the skill of doctors and their knowledge of the specifics of their work. Very often, due to the wrong diagnosis of a psychologist, speech therapist or teacher, a small patient loses the only chance for social adaptation. The professional skills of educators should be aimed not only at meeting basic needs, but also at strengthening the motivation of students using special technologies [3]. Every person with a disability, be it autism, deafness or cerebral palsy, has a responsibility to develop to the best of his ability. Before drawing up a training plan, children with disabilities are divided into groups according to the degree of health impairment. This approach helps to unite people with disabilities and provide them with the most comfortable opportunities for adaptation.

According to the international classification, there are 4 degrees of development of pathologies, in relation to which the patient is assigned a certain status:

1. Mild to moderate functional impairment.
2. Severe deviations.
3. High severity of pathologies.
4. Severe violations.

In the first degree the people with disabilities have pathologies that are often an indication for recognizing a disability. However, not all people from this category become disabled, since with proper training and adequate load, they are able to restore lagging body systems.

The second degree includes adult patients with the third group of people with disabilities. Pathologies limit the possibilities of social adaptation of these people, so they need special conditions for life.

The third degree of disability corresponds to the second degree of disability in an adult. People from this category are severely limited in life processes due to the high severity of health disorders.

The fourth degree includes patients with pronounced pathologies of organ functions. Due to the above deviations, people are forced to live in conditions of social maladjustment. Rehabilitation and treatment measures at this stage are rarely successful, since most of the lesions are irreversible.

Creating an accessible educational environment requires adherence to the rules, since students with disabilities are a special group of students [4]. Training should take place in specially equipped rooms that will guarantee safety. There is a possibility of sending people with disabilities to regular educational institutions, where they can study on an equal footing with their peers. The educational process for children with disabilities has some features that are absent in the general education curriculum. The action of the corrective technique is aimed at fully or partially eliminating deviations. For example, while working with children with visual impairments, teachers use educational computer games. The use of special technologies helps to improve the condition of the visual analyzer in a playful way. The main principles of training are:

- motivation for the educational process;
- psychological safety;
- unity of joint activities;
- assistance in adapting to the environment.

Methods of teaching English for children with disabilities

The content of the subject "English" in classes for children with disabilities includes mainly educational information about two aspects of the language - listening and speaking, which form the basis for the formation and development of skills and abilities associated with mastering four types of speech activities: reading and writing [5]. Assignments for all four types in classes for children with disabilities should generate and develop the reproductive activity of students. In the process of performing each type of speech activity, the same set of operations is required to move from the student's intention to the text (reading and writing) or from the text to the student (listening and speaking). Given the psychophysiological characteristics of children with disabilities, the following methodological principles should be adhered to:

1. Providing mobile activities for children.

2. Frequent change of activity.
3. Immersion in the language environment.
4. Multiple listening of the introduced structures.
5. Continuity and constant repetition of the material.
6. The general development of the child through the English language, the disclosure of his creative abilities.

To conduct an English lesson at a correspondingly high-quality level, the teacher requires special preparation for the lesson. In the context of inclusive education, experience and knowledge of modern health-saving technologies, methods of student-centered learning and methods of productive learning are required. Every person, regardless of their capabilities, should receive a decent education. English lessons for students with disabilities begin with exercises to develop visual, photographic, auditory and associative memory. In each lesson, not only a rational, but also an emotional component is used, which is mandatory in terms of implementation. Particular attention is paid to exercises for training associative memory. This activity allows students to find associations and actively memorize unfamiliar vocabulary. This training begins with Uzbek words and ends with exercises to activate foreign language vocabulary.

Conclusion

All students with disabilities experience, to one degree or another, pronounced difficulties in mastering curricula due to insufficient cognitive abilities, specific disorders of primary skills or speech, and sometimes with disorders in the organization of activity and behavior. The training program is based on providing people with disabilities with all the necessary adaptations to overcome psychophysical barriers during training. Teachers motivate children to be active in the classroom, the joint work of psychologists and parents contributes to the achievement of good results. High quality inclusive education depends on the interaction of school and university infrastructures.

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ИМКОНИЯТИ ЧЕКЛАНГАН ТАЛАБАЛАРГА ЧЕТ ТИЛИНИ ЎРГАТИШДА ПЕДАГОГНИНГ РОЛИ.

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Annotation: The article is about the role of teacher in teaching a foreign language to students with disabilities.

Президентимиз Шавкат Мирзиёев Олий Мажлисга ва Ўзбекистон халқига Мурожаатномасида 2021 йилга “Ёшларни қўллаб-қувватлаш ва аҳоли саломатлигини мустаҳкамлаш йили” деб ном беришни таклиф қилинди бу жуда қувонарли. Шунингдек,

Президент томонидан 2021 йил номида белгиланган соҳаларни тубдан ислоҳ қилиш ва янада ривожлантириш бўйича амалга оширилиши лозим бўлган вазифалар айтиб ўтилди.

"Физика" ва "Хорижий тилларни ўқитиш" кейинги йил учун устувор фан йўналишлари сифатида белгиланди. Бу йил имконияти чекланган талабаларга жуда катта имкониятлар берилди. Шунинг учун биз педагоглардан жуда катта маъсулият ва сидқидилдан ишлаш талаб қилинади. Хар бир талабага психологик ёндашув талаб қилинади. Бизнинг нофилологик таълимда креативлик потенциалини ривожлантирувчи методлар билан ёндашиш давр тақозададир.

Педагог креативлик потенциалига эга бўлиши учун касбий фаолиятида қуйидагиларга эътиборини қаратиши зарур:

Ҳар бир педагогнинг ўзини ўзи ривожлантириши ва ўзини ўзи намоён эта олиши бевосита унинг креативлик қобилиятига эгалиги билан боғлиқ.

Шахс креатив фаолиятининг ёритувчи турлари

- касбий фаолиятига ижодий ёндашиш;
- янги-янги ғояларни яратишда фаоллик кўрсатиш;
- илғор педагогик ютуқ ва тажрибаларни мустақил ўрганиш;
- ҳамкасблар билан педагогик ютуқлар хусусида фикр алмашиш

Педагогнинг креативлик потенциалини ривожлантиришда қуйидаги методлардан фойдаланиш самарали саналади:

Одатда педагогларнинг креативлик қобилиятига эга бўлишлари педагогик муаммоларни ҳал қилишга интилиш, илмий-тадқиқот ишлари ёки илмий лойиҳаларни амалга ошириш ва ўзаро ижодий ҳамкорликка эришишлари орқали таъминланади.

Дарс жараёнларида1 ёки 2та Кластер, Венн диаграммасини ишлатамиз.

Инновацион таълим технологиялари ва педагогик компитентлик дарсида 10 дан ортиқ методларни қўлланади,бу бизга талабалар билан ишлашда янада енгиллик ва ижодкарлик креативлик потенциалини ривожлантиришда ёрдам беради.

Дарс жараёнида 113-20 гурухида

Инсерт la fete темасини анализ қиламиз

V	+	–	?
Le ler septembre - c'est la fête nationale de 1'Ouzbékistan, la journée de l'independence.	Le 14 juillet est la fête nationale française. C'est l'anniversaire de la prise de la Bastille en 1789. Ce jour-là toutes les rues sout ornées de drapeaux tricolores. Il y a des défilés militaires	21 juin Féte de la Musique Laïque : créée dans les années 80 Des concerts sont organisés partout dans le pays. Chacun peut organiser son propre concert dans la rue, sur les places. C'est une grande fête populaire qui a lieu dans plus en plus de pays.	Premier novembre Catholique : fête de tous les Saints C'est une fête en souvenir des morts. Le 2 novembre, on se rend dans les cimetières pour fleurir les tombes avec des chrysanthèmes.
Le 8 mars - la journée intenationale des femmes. C'est le jour feriée. Les mères, les soeurs, les jeunes filles, les grands - parents reçoivent les	Le peuple français célèbre aussi: la Fête des Mères (le dernier dimanche de mai) et la Fête des Pères (au mois de juin). Les		

cadeaux et beaucoup de fleurs. C'est la fête du printemps. La nature s'eveille.	enfants préparent les cadeaux pour leurs parents. Toute la famille se réunit autour de la table. Tout le monde veut faire plaisir à maman et à papa.		
Le 9 mai - les gens célébrent comme le jour de la Memoire et de l'Honneur dans chaque famille. C'est une fête officielle.	Le 8 mai, on fête l'armistice de la guerre de 1939–1945. Depuis 1982, le 8 mai est redevenu une fête nationale (fériée) et commémorée. Ce matin, à Paris, est célébrée une messe solennelle à l'Eglise NotreDame en présence du Président de la République ou du Premier Ministre. Le Président assiste à une prise d'armes des troupes avant de déposer une couronne sur la tombe du Soldat inconnu sous l'Arc de Triomphe.		

Бугунги кунда таълим тизимининг барча босқичларида замонавий педагогик ва ахборот–коммуникация технологияларидан фойдаланган ҳолда ўқитишнинг илғор услубларини жорий этиш, ўсиб келаётган ёш авлоднинг чет тилларга қизиқишини янада ошириш ва ўз навбатида, шу тилларда эркин сўзлаша оладиган мутахассисларни тайёрлаш тизимини тубдан такомиллаштириш, шу билан бир қаторда уларнинг жаҳон цивилизацияси ютуқлари ҳамда дунё ахборот ресурсларидан кенг фойдаланишлари, халқаро ҳамкорлик ва мулоқотни ривожлантиришлари учун шароит ва имкониятлар яратиш кўзда тутилган. Чет тилларни изчил ўрганишда замонавий ахборот–коммуникация технологияларидан самарали фойдаланиш муҳим аҳамиятга эга.

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METHODS AND MEANS OF DEVELOPING FOREIGN LANGUAGE PROFICIENCY IN STUDENTS WITH DISABILITIES.

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“Abstract. The point of this paper is to introduce a short audit of the elements huge for disable students, with uncommon accentuation on understudies with language learning disabilities and difficulties. Additionally, it calls attention to the significance of educators' job and proper showing adjustments and strategies appropriate for understudies who experience issues learning.

With English turning into a worldwide language, there is an expanding number of students who are learning it for various reasons. These days, there is practically no school educational plan in which English language is not one of the center subjects. Aside from being knowledgeable, qualified, persuaded, experienced, and capable, foreign language teachers should be prepared to work in a comprehensive study room. Different researches indicate that multisensory structured language (MSL) guidance has end up being extraordinary compared to other instructional techniques for understudies with issues in unknown dialect learning. Educators have a vital part in executing the educational program. Every now and again, in schools in Uzbekistan, the educational program is coordinated around course books recommended by the actual school. It is then instructors' assignment to cause the most awesome aspect the materials they to need to use in class. As Richards (2001) points out, “even if teaching materials are of relatively poor quality, exceptional teachers can usually compensate for that”. Then again, very much planned instructing materials won't ensure accomplishment in unknown dialect learning if the educators need capabilities, inspiration, preparing, experience, and language capability. Unknown dialect educators who work in a comprehensive study hall may have extra issues because of lacking (assuming any) preparation and capabilities in working with outstanding youngsters. Aside from all the previously mentioned characteristics of good language educators, these instructors likewise should be liberal towards working in comprehensive homerooms, and willing to adjust showing materials and strategies to address the issues of understudies with incapacities or challenges. Instructors who train understudies with unknown dialect learning troubles are confronted with various difficulties. Ganschow and Schneider (2006) state that “training and education for foreign language teachers usually prepares them for the “ideal learner” who is expected to master language skills (pronunciation, reading, writing, speaking and listening) through exposure and practice”. They point out the need for additional training in meeting the needs of students with special needs. Foreign language teachers ought to figure out how to decide the most advantageous facilities for their understudies, and to recognize understudies in risk of building up a foreign learning handicap as ahead of schedule as could really be expected (Ganschow & Schneider 2006).

Communication and Language in Schools

Thinking about the central part of communication inside society, the improvement of an understudy's communication framework is a fundamental endeavor of schools (Kleinert, Kleinert, and Kearns, 2016), particularly for understudies who don't have a successful method for communication when they enter school. The importance of language advancement can't be downplayed and should be tended to comprehensively, incorporating every one of the four spaces

(perusing, composing, tuning in, and representing) all understudies learning English or some other foreign language, incorporating those with huge psychological inabilities. These understudies (counting those with huge psychological handicaps) require a communication framework and language establishment that consider progressively complex musings and thoughts to emerge and be communicated. As language develops, understudies can communicate their reasoning utilizing conventional forms of talking and composing, or with augmentative/alternative communication (AAC) gadgets intended to meet their language needs. Such gadgets may incorporate word books, iPads, or eye gaze-operated systems. The size of a youngster's world correlates straightforwardly to their capacity to utilize language: as they extend their abilities, they grow their world. Their encounters, musings, assessments, and interests are largely more effectively open and accessible for sharing as their insight into complex language develops. Like the English student populace everywhere, peer interaction is a basic component in the advancement of communication and language abilities for English students with huge intellectual incapacities. Understudies need peers who can display communication systems and procedures. Understudies additionally need peers, both local English speakers and English students who can display English. Peer interaction likewise normally gives basic inspiration to understudies as they are building up their communication and language abilities.

Friend collaboration is a basic component in the improvement of correspondence and language abilities for English students with huge intellectual inabilities. Language securing follows a commonplace request paying little heed to language. Students of language, in any case, don't move lockstep in language advancement; people learn at different velocities and utilize an assortment of procedures, techniques, and instruments, however everything people can figure out how to utilize language. Simultaneously, language may not take similar structure across understudies, particularly among English students with huge intellectual inabilities. For English students with huge psychological incapacities, connections with peers are basic to improvement of both correspondence and language abilities. Understudies need peers who can show correspondence frameworks. Understudies likewise need peers, both local speakers and other language students, who can show English. Communication is the key!

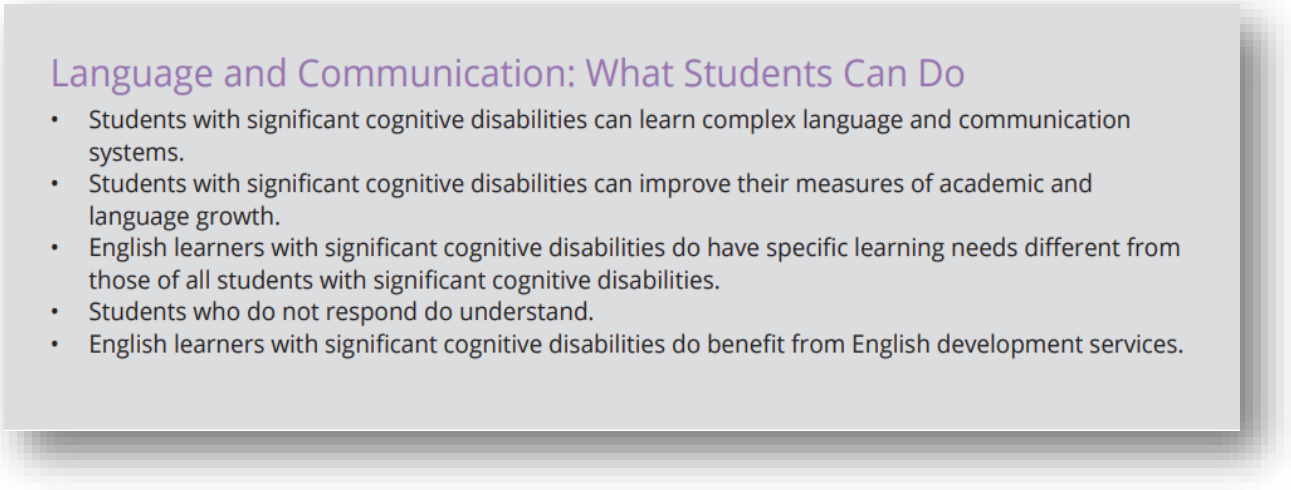

Figure 2

Albeit scant, there are considers which show that with fitting instructional changes, understudies with language learning challenges can prevail with regards to contemplating an unknown dialect. For instance, Sparks et al. (Starts et al., 1998 in Ganschow and Sparks, 2001) directed an investigation with the mean to decide whether multisensory organized language (MSL) guidance was better than different methodologies in educating in danger students. Their outcomes show that MSL guidance decidedly impacts unknown dialect learning. Different creators additionally call attention to the significance of organized, multisensory guidance for understudies with language

learning troubles (Schwarz, 1997; DiFino and Lombardino, 2004; Ganschow and Schneider, 2006; Newhall, 2012). Ganschow and Schneider, (2006) propose ideas for educators working in a comprehensive unknown dialect classroom, based on eight MLS principles: 1 – Multisensory (teaching using visual, auditory, tactile, and kinesthetic strategies), 2 – Repetitive (providing opportunities for practice and review), 3 – Structured (direct and explicit teaching of language patterns in a logical progression), 4 – Sequential (from simple to complex), 5 – Cumulative, 6 – Alphabetic/Phonetic (teaching sounds and letter-sound patterns from most frequent to least frequent), 7 – Metacognitive (helping students to think about language concepts and to explain them in their own words), 8 - Analytic/Synthetic (breaking multi-syllable words apart and putting them back together again). part from that, they likewise show that understudies with moderate or serious language learning troubles may require extra facilities like little gatherings, additional time, extra practice, diminished course burden, or extraordinary classroom settings (for example space with insignificant interruptions). Brown and Ford (2007) likewise make a few ideas for incorporating understudies with language learning troubles in foreign language classroom. They bring up the significance of utilizing more limited sentences and talking gradually and obviously. Additionally, English language learners, and particularly those with incapacities, will most likely be unable to comprehend English idioms, or may comprehend them in a real sense, so instructors ought to be cautious when utilizing them. The creators propose that, when posed an inquiry, understudies with learning handicaps may require additional opportunity to offer a response, and that it is important to give a quiet period to them to coordinate their considerations without giving them implies or addressing the inquiry for them. Albeit a few instructors are worried about the possibility that that the previously mentioned ideas will make their class exhausting, as Brown and Ford (2007) bring up "all English language learners, even those without learning handicaps, will profit by methodologies that attention on making language more clear and more understandable" (Brown&Ford,2007).

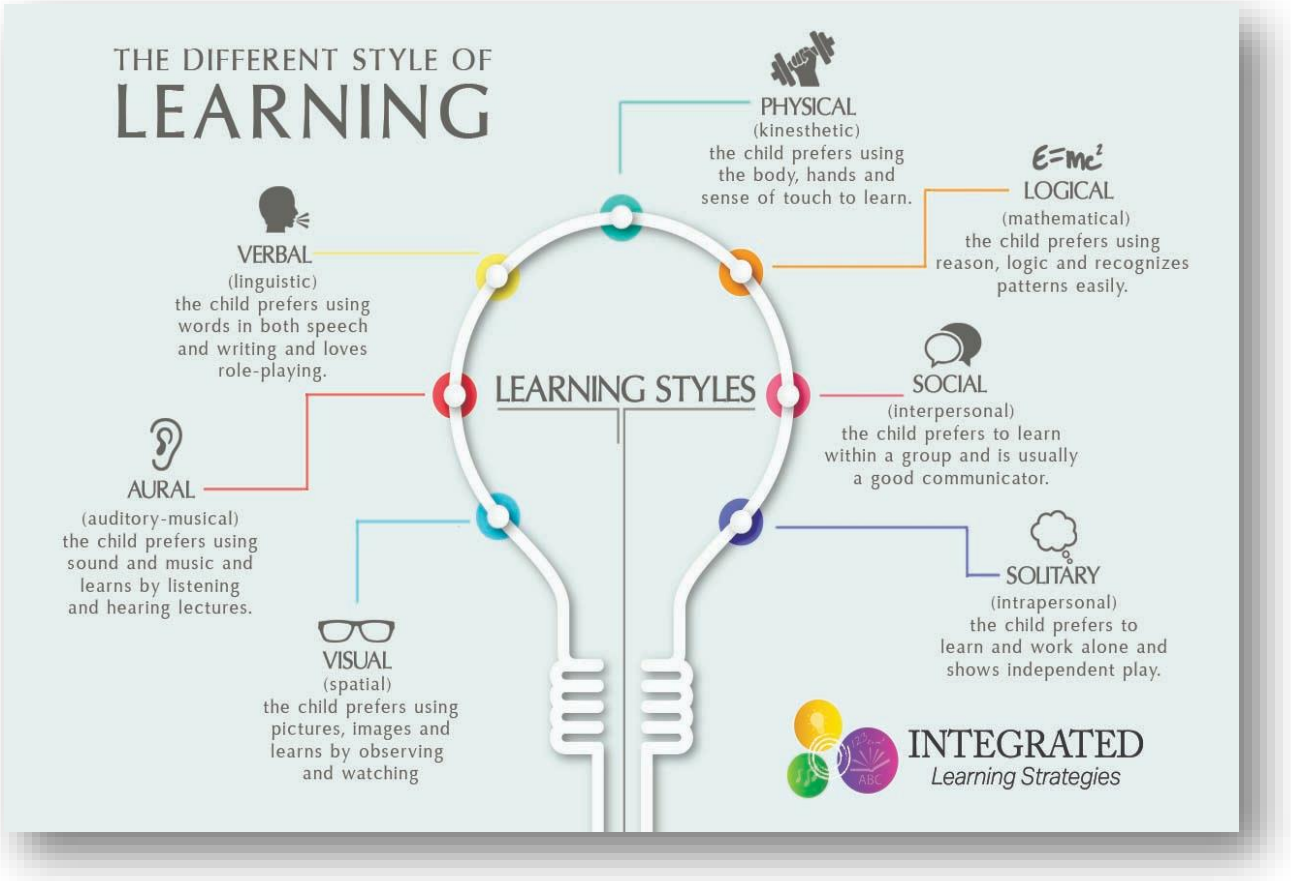

Figure 1

Conclusions & Recommendations

Resources should also incorporate a variety of augmentative and assistive communication (AAC) choices, both high and low tech, as one gadget won't address the range of communication needs among understudies. Also, peer interaction and utilizing AAC is fundamental, not exclusively to help understudies feel greater utilizing the gadget, yet additionally to help valid communication trades. Distinguishing communication needs and making solutions will assist these understudies with accomplishing, grow socially, and develop, which will help them even more completely take an interest in school, just as inside the labor force, their local area, and their family.

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IMKONIYATI CHEKLANGAN, KO'ZI OJIZ TALABALARGA HORIJIY TILLARNI O'RGATISHDA INNOVATSION TEXNOLOGIYALAR

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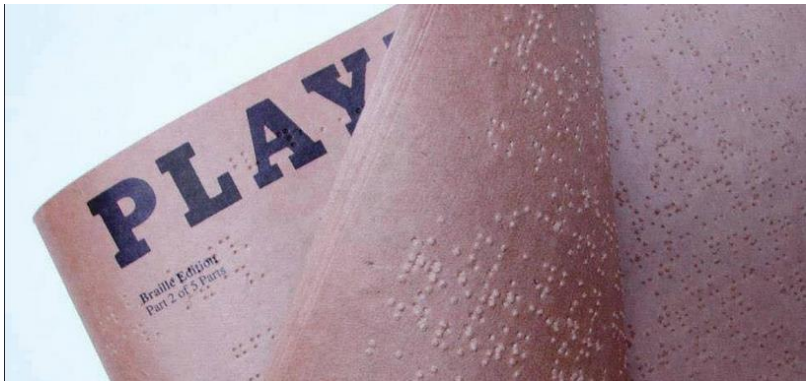
O'zbekiston Respublikasi Milliy gvardiyasi Farg'ona viloyati Qoriqlash boshqarmasi bo'limi inspektori

Annotation: This article provides information on new modern technologies for education for students and children with disabilities. These technologies can be used to effectively teach foreign languages to students.

Jahon sog'liqni saqlash tashkilotining ma'lumotlariga ko'ra, dunyoda 76 milliondan ziyod ko'r va 246 milliondan ziyod ko'rish qobiliyati cheklangan insonlar mavjud. Zamonaviy texnologiyalar ularga jamiyat hayotida deyarli to'liq ishtirok etish va uning afzalliklaridan foydalanish imkoniyatini beradi, ammo chet tillarini o'rganish haqida nima deyish mumkin?

Ushbu maqolada biz ko'r va ko'zi ojiz kishilarga ingliz tilini muvaffaqiyatli o'rganishga imkon beradigan texnologiyalar va texnikani ko'rib chiqamiz.



1-rasm. Ko'zi ojizlar va ko'rish qobiliyati zaif bo'lganlar uchun qo'llanma.

Kasalliklarning xalqaro tasnifida ko'rish qobiliyati 5% dan 10% gacha (3/60 dan 6/60 gacha) bo'lgan ko'rish qobiliyati past odamlar ko'rish qobiliyati buzilgan deb hisoblanadi. Kerakli sharoitlarda ular dunyoni idrok etish uchun ko'rish apparatlaridan foydalanishlari mumkin. Ko'rlar ko'rish qobiliyati 0 dan 5% gacha bo'lgan odamlardir (3/60 dan past). Ba'zi hollarda ular ahamiyatsiz fotosensitivlikka ega bo'lishi mumkin va hatto ob'ektlarning umumiy shakllarini ajratib turishi mumkin, ammo ular ko'rish uchun idrok etishning asosiy vositasi sifatida foydalanishga qodir emaslar. Qisman ko'ruvchilar ta'lim berish uchun ko'zlarini ishlatishi mumkin. Ha, ko'zi ojiz odamlar bilan ishlash qoldiq ko'rishni himoya qilish uchun bir qator ehtiyot choralarini va choralarni talab qiladi, ammo umuman olganda ular o'qish va yozishni o'rganishlari mumkin.

Ko'zi ojizlar uchun materiallarni o'rganish uchun mutlaqo boshqa usullar va texnologiyalar talab qilinadi. Ko'zi ojiz ingliz tilini o'rgatishdagi qiyinchiliklar Ingliz tilini o'rganish uchun mavjud bo'lgan barcha dasturlar ko'proq ingl. Lug'atni o'rganayotganda talabalar avval so'zning imlosini, so'ngra talaffuzini, keyin gaplarda ishlatilishini o'rganadilar. Ko'zi ojizlar talaffuzni darhol o'rganishadi, shuning uchun ular uchun asosiy qiyinchilik gomofonlardir. Tovushlari bir xil yoki bir-biriga juda o'xshash, ammo har xil yozilgan va har xil ma'noga ega so'zlar. Masalan: "o'qish" va "xalos qilish", "yotoq" va "yomon". Darhol aytaylik, Brayl alifbosi ingliz tilini o'rganishda qo'llaniladi,

ammo asosiy diqqat hali ham ingliz tilini quloq bilan anglashga va ingliz tilida muloqot qilishga qaratilgan. Bu maqsadga muvofiqlik pozitsiyasidan amalga oshiriladi. Brayl alifbosidagi lotin alifbosida ba'zi harflar kirillchadagi ovoz bilan o'xshashlariga to'g'ri keladi, ammo bu faqat chet tilini o'rganishga xalaqit beradi.

Tildan tilga "o'tish" natija bermaydi, chunki ko'ruvchilar odatda so'z boyligini o'rganadilar - lotin va kirill alifbosidagi harflar qisman bir xil bo'lib, bu o'quvchiga so'z yozilgan tilni ravon aniqlashda qiyinchilik tug'diradi. Ko'z ochuvchi odam ingliz tilida ekanligini tushunish uchun shunchaki bir so'zni ko'rib chiqishi kifoya, keyin ko'zi ojiz kishi avval uni o'qib, keyin nimani anglatishini tushunishi kerak. Bu matnlar bilan ishlash vaqtini haddan ziyod ko'paytiradi - sarflangan kuch shunchaki olingan natijalarga to'g'ri kelmaydi.

Bundan tashqari, Brayl yozuvini xorijiy tilda o'qish qobiliyatlari kundalik foydalanish uchun juda oz foydalidir. Masalan, kompyuterdan foydalanganda, ko'r odam matnni Brayl yozuviga o'giradigan va uni maxsus teginish ekranida namoyish qiladigan Brayl displeylariga qaraganda, kompyuter ekranidan matnni o'qiydigan nutq sintezatoriga juda qulaydir.Ko'zi ojizlarga chet tillarini o'rgatish metodikasining to'liq etishmasligi.Bu juda yaxshi o'rganilmagan tadqiqot sohasi, shuning uchun to'laqonli tadqiqotlarni tashkil qilish juda qiyin, hattoki ishlaydigan o'qitish metodikasini yaratish ham qiyinroq.Shuning uchun ko'pchilik o'qituvchilar taniqli va tasdiqlangan o'qitish usullaridan ko'ra, o'zlarining tajribalaridan kelib chiqib dars berishadi. Albatta, ko'zi ojizlar uchun maktablarda ishlanmalar mavjud, ammo ularning samaradorligi bo'yicha tadqiqotlar shunchaki o'tkazilmagan. Ushbu formatning samaradorligi ko'pincha ideal emas, lekin aslida boshqa variant qolmagan.

O'qituvchilar ko'r va ko'zi ojiz kishilarga materialni to'liq anglashi va ingliz tilini o'rganish imkoniyatini beradigan texnik va uslublarni mustaqil ravishda izlaydilar. Ko'zi ojizlarni biror narsaga o'rgatish uchun infratuzilma juda rivojlangan. Ko'pgina o'qituvchilar o'qishni osonlashtiradigan texnik vositalarga ega emaslar. Ko'zi ojizlar uchun maxsus maktablar mavjud, ammo o'qitish metodikasining etishmasligi tufayli barcha o'quvchilar sezilarli natijalarga erisha olmaydilar. Hatto millionerlarda ham bunday maktab bitta bo'lishi mumkin, kichik shaharlarda esa bunday maktab umuman bo'lmasligi mumkin. Shuning uchun ingliz tilini o'rganishni istaganlarning aksariyati oddiygina ta'lim muassasasiga borish uchun jismoniy imkoniyatlarga ega emaslar.

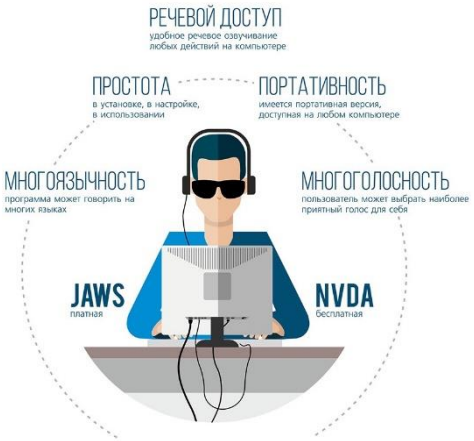
Ko'zi ojizlarga chet tillarini o'qitish metodikasi boshlang'ich bosqichida bo'lganligi sababli, biz allaqachon mavjud bo'lgan vositalar va texnologiyalardan foydalanishga harakat qilamiz.

2-rasm. Audio va video darsliklar.

Albatta, deyarli barcha audio darslar va tinglash mashqlari ingliz tilini o'rganish ekotizimining bir qismidir, bu vizual vositalar bilan birgalikda qo'llaniladi. Ammo butunlay audio formatida amalga oshiriladigan bir nechta audio kurslar mavjud. Va ular ko'rlar va ko'rish qobiliyati past bo'lganlar uchun deyarli 100% mos keladi . Ularning yordami bilan siz ingliz tilini O'rta darajagacha o'rganishingiz mumkin. Audio kurslarning asosiy afzalligi shundaki, ular juda ko'p va mavjuddir. "Driving English" turkumidagi deyarli barcha kurslar ko'zi ojizlar uchun javob beradi, shuning uchun materiallar etishmasligi yo'q. Siz hatto ular bilan mustaqil ravishda, o'qituvchisiz ham ishlashingiz mumkin. Va ular kundalik ingliz tilini ham batafsil yoritadilar - bunday kurslarda "Savdo safari",

"Ob-havo to'g'risida aloqa", "Yo'l-yo'riqlar so'rash" kabi ko'plab tematik suhbatlar mavjud. Afsuski, faqatgina audio kurslar etarli emas. Ular sizning so'z boyligingizni yaxshilashga yordam bermaydi. Va hatto yuqori tinglash qobiliyati ham umuman tilni tushunishga kafolat bermaydi.

Kurslar taklif qiladigan ba'zi bir iboralarni yodlashingiz mumkin, ammo bu tilni bilish emas, balki taqlid.



3-rasm. Ekran o'quvchilari va ovozli sintezatorlar.

Agar ko'r yoki ko'zi ojiz odam ko'zi ojizlar uchun kompyuter savodxonligi kurslarini tugatgan bo'lsa va kompyuter bilan ishlashni bilsa, undan ingliz tilini o'rgatish uchun foydalanish mumkin.Umuman olganda, ko'zi ojiz odamga kompyuterdan foydalanish uchun faqat brayl klaviaturasi va ekran o'quvchi kerak.Ekran o'quvchi - bu ekranda sodir bo'ladigan hamma narsani ovoz bilan ifodalaydigan maxsus dastur. Bu ko'zi ojizlarga kompyuter ekranida qanday ma'lumot borligini va ular bilan qanday aloqada bo'lishni tushunishga imkon beradi. Bugungi kunda bozorda 2 ta eng mashhur ekran o'quvchilari mavjud:

NVDA - bu ovozli sintezator yordamida kompyuteringizning barcha asosiy funktsiyalaridan foydalanishga imkon beruvchi bepul ekranli o'quvchi.

JAWS - bu eng keng tarqalgan dasturlarni (masalan, MS Word, PDF o'quvchi, Google Docs) va Internet-sahifalarni ko'zi ojizlar va ingl. nogiron.

Umuman olganda, ekran o'quvchi ingliz tilini o'rganish uchun oddiy ichki infratuzilmani yaratishda yordam berishi mumkin, ammo bir nechta jiddiy nuanslar mavjud. Birinchidan, onlayn portallar va tillarni o'rganish dasturlari ko'rlarning ehtiyojlariga individual ravishda moslashtirilishi kerak. Bu juda katta sarmoyalarni talab qiladi. 2020 yil fevral oyidan boshlab rus tilida so'zlashadigan ko'rlar uchun ingliz tilini o'rganish uchun moslashtirilgan onlayn dasturlar mavjud emas. Ikkinchidan, nutq sintezatorlari ko'pincha so'zlarni talaffuz qilishda xatolarga yo'l qo'yishadi, bu esa umuman o'quv jarayoniga putur etkazadi. Rus va ingliz tillari bilan teng darajada ishlaydigan sintezatorlar mavjud emas. Shuning uchun, siz bir vaqtning o'zida ikkita sintezatorni o'rnatishingiz va ko'plab muvofiqlik muammolarini olishingiz yoki qisman noto'g'ri talaffuz bilan mamnun bo'lishingiz kerak. Qisman buni so'zlarning to'g'ri talaffuzini ko'paytirishingiz mumkin bo'lgan onlayn lug'atlar yordamida tekislash mumkin, ammo baribir u qulay o'rganishga xalaqit beradi.

4-rasm. O'qish mashinalari

O'qish mashinalari - bu matnni skanerlashda ovoz chiqarib gapiradigan maxsus turdagi skanerlar. Bunday vosita ingliz tilidagi katta matnlar bilan ishlash uchun ajralmas hisoblanadi. Shunga qaramay, u erda oddiy kitoblar Brayl alifbosidagi kitoblarga qaraganda ancha ko'p. Aslida o'qish mashinasi - bu skaner va ovozli sintezatorning simbiozi. O'rta darajani o'z ichiga olgan darajalarda siz undan foydalana olmaysiz, uni yanada qulayroq vositalar bilan almashtiring. Ammo yuqori-o'rta darajadagi matn bilan to'laqonli ishlash uchun bu juda foydali.

DAISY (Digital Accessible System) raqamli audiokitoblarni yozish uchun maxsus standart bo'lib, u ko'zi ojiz va ko'zi ojizlar ehtiyojlari uchun maxsus ishlab chiqilgan. Aslida ushbu tizim audiokitoblarning standart imkoniyatlarini kengaytirishga imkon beradi. DAISY pleyeridan foydalanib, matndagi tirnoq va so'zlarni qidirish, o'z fikrlarini yozish, boblar, bo'limlar va satrlar bo'ylab harakatlanish mumkin. Yozuvning maxsus formati audio kompressiya asarlarisiz ovozni tinglashni sekinlashtirish va tezlashtirishga imkon beradi.

DAISY formati ko'zi ojizlarga hatto ma'lumotlarning murakkab shakllari, masalan, ensiklopediya yoki jurnallar bilan o'zaro aloqada bo'lish imkoniyatini beradi. Vizual displey yordamida siz hatto tasvirlarni taktil shaklga o'tkazishingiz mumkin.

5-rasm. DAISY o'yinchisi

DAISY o'yinchilari, albatta, oddiy qurilmalar deb hisoblanishi mumkin emas, ammo ularning interaktivligi tufayli ular ingliz tilini o'rganish uchun muvaffaqiyatli ishlatilishi mumkin.

6-rasm. Ovoz yozuvchisi yoki tiflo pleer

Ko'zi ojizlar uchun bu yozuvlarni yozishning deyarli yagona usuli. Shuning uchun har bir talabada bitta bo'lishi kerak. Tabiiyki, bu "gapiradigan" diktofon bo'lishi kerak, bu esa ko'zi ojizlarga undan to'liq foydalanishga imkon beradi. Umuman olganda, yozuvchini ko'p jihatdan moslashtirish mumkin: sinfdagi mashg'ulotlarni yozishdan tortib, uy vazifasini bajarishga qadar. Ammo bu juda ko'p narsa o'qituvchi foydalanadigan dasturga bog'liq. Rasmiy ravishda, bu ingliz tilini o'nlab usullar bilan o'rganish uchun moslashtirilishi mumkin bo'lgan eng noaniq vosita. Texnologiya nafaqat ko'r va ko'zi ojizlar uchun ingliz tilini o'rganish uchun yordamchi vositadir. Shuningdek, sizga chet tilini o'qitish tamoyillarini biladigan va ko'zi ojizlar foydalanish texnikasini talqin qila oladigan tajribali o'qituvchi kerak. Biroq, eng muhimi, motivatsiya va o'rganish istagi. Ammo hatto ko'zi ojizlar ham tillarni o'rganishi va ko'pburchakka aylanishi mumkin. Buning ajoyib misoli - shoir Vasiliy Eroshenko, bolaligida ko'r bo'lib qolgan va allaqachon ko'r bo'lgan, u 11 tilni puxta o'rgangan va 22 tilni ko'proq tushunishi mumkin. Shoirning yagona asboblari faqat ovoz yozuvchisi, chet el nutqida yozilgan yozuvlar va chet elliklar bilan jonli muloqotda bo'lgan. Yaponiyada yashab yurganida, u hatto yapon tilida she'rlar yozgan, bu esa quyosh chiqayotgan mamlakatda hurmatga sazovor bo'lgan. Shuningdek, u boshqa mualliflarning badiiy asarlarini rus va esperanto tillariga muvaffaqiyatli tarjima qildi.

Mamlakatimizda olib borilayotgan keng ko‘lamli isloxotlarining negizida insonparvarlik, mexr-muruvvat va eng asosiysi xalq manfaatlarini ko‘zda tutilganligi amalda yaqqol ko‘rinib turibdi.

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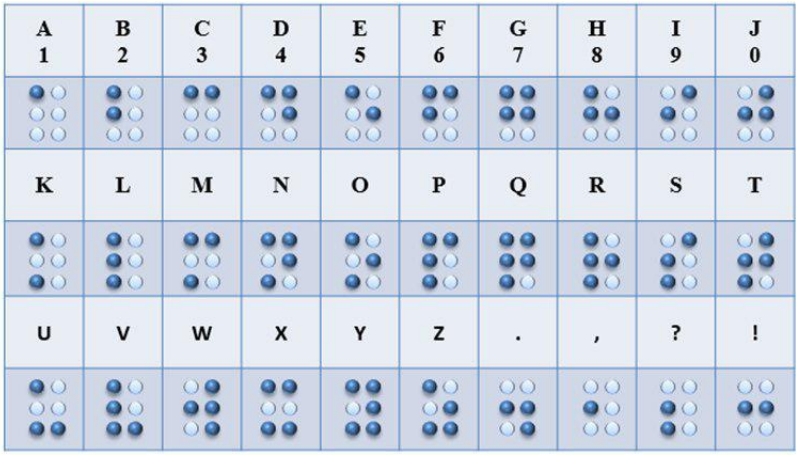
7-rasm. Yangi mobil telefondan foydalanish sxema ko'rinishi

Buni isboti sifatida, O‘zbekiston Respublikasi Prezidentining 2017 yil 1 dekabrdagi PF-5270-son qaroriga muvofiq, 2018/2019 o‘quv yilidan boshlab oliy ta’lim muassasalariga abituriyentlarni qabul qilishning umumiy sonidan nogironligi bo‘lgan shaxslar uchun qo‘shimcha ravishda ikki foizli kvota ajratish tartibi joriy etilgan edi.

2018 yil 2 iyundagi Oliy ta’lim muassasalariga nogironligi bo‘lgan shaxslarni qo‘shimcha davlat granti kvotalari asosida o‘qishga qabul qilish tartibi to‘g‘risidagi nizomni tasdiqlash haqidagi

Hukumat qarori bilan qo‘shimcha ikki foizli davlat granti kvotalarining taqsimot qilish tartibi belgilandi. Yangi mobil telefondan foydalanish sxema ko'rinishi:

Ushbu jadvalda ingliz alifbosi harflariga moslashtirilgan holda yaratilgan. Ko’zi ojiz va gapirish qobilyati bo’lmagan talabalar uchun mo’ljallangan qurilma tasvirlangan.



8-rasm. Yangi mobil telefon klaviaturasining sxema ko'rinishi:

Xulosa qilib aytish mumkinki har bir inson ilim olish, dunyoni anglash huquqidan mahrum etilmagan holda bilimlar olish imkoniyatiga egadir. Shunday ekan ba’zi ma’lumotlarni olib qaraganda imkoniyati cheklangan insonlarda ba’zi bir yashirin qobilyat mavjud bo’ladiki, imkoniyati cheklanmagan insonlarda ham bunday qobilyat yillab mehnat qilish va urininsh evaziga erishib bo’lmaydi. Bizda shunday imkoniyat mavjudki ushbi imkoniyati cheklangan insonlardagi oshkor yoki yashirin iqtidor va qobilyatlarini yuzaga chiqarishda o’z yordamimizni berish orqali ham o’z insoniylik burchimizni bajara olishimiz mumkin bo’ladi.

Foydalanilgan manbalar:

1. https://habr.com/ru/company/englishdom/blog/491748/
2. https://www.tuit.uz/imkoniyati-cheklanganlar-uchun

EFFECTIVE TEACHING STRATEGIES WITH DISABLED AND BLIND STUDENTS

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Annotation: This article is devoted to how to give knowledge to disabled and visually impairment students with the effective teaching methods, strategies and techniques. That allows disabled and visually impaired people to successfully learn English language. Given specialized instructions and implementations by the experts for teaching disabled students will increase their interests to this world and create their capabilities and new features.

The education of students with disabilities is one of the pressing problems of the modern education system. And it poses a difficult task for all teachers to ensure the creation of the most adequate conditions for the true and full inclusion and participation of these students in the educational process. The implementation of the concept of education these students requires a search for the most effective learning strategies as a process aimed at the targeted development of the personal potential of each student in accordance with his individual capabilities and needs. It is quite obvious that the implementation of the idea of teaching English imposes a great responsibility on all participants in the educational process. The problem of teaching students with disabilities is especially acute for foreign language teachers.

Long researched disabled students are those who show essential differences, which is not the consequence of some other handicap, between academic achievement and intellectual capabilities in one or more of the fields of oral expression, reading comprehension, basic reading skills, mathematical calculation, listening comprehension, written expression, mathematics reasoning, or spelling.

Foreign countries have accumulated a rich and successful experience in teaching students together. However, the analysis of foreign scientific research literature showed that the question of choosing an effective technology for teaching a foreign language to student with disabilities is still debatable. On the one hand, this problem is due to the traditionally prevailing view in the education system that learning a foreign language is a difficult process, especially for students with disabilities. In order to reduce the educational load on students with disabilities, until recently, it was considered inappropriate to teach them a foreign language as an additional, motivated, first of all, taking into account the interests of this category of children. On the other hand, the attention of teachers is often focused on diagnosing some disorder in the development of a student, which is certainly important, especially at an early stage of education. But, if researches acts as an end in itself and is not the basis for developing an individual educational role of a student in accordance with the nature of his capabilities, then in this case, teaching a foreign language, like other general educational subjects, is impossible. According to R. Schwarz, early diagnosis of students' difficulties in learning a foreign language should be considered not as establishing the fact that they cannot be taught, but as teaching children with disabilities in a group of students studying a foreign language . The specificity of the process of teaching a foreign language lies in the maximum individualization of this process, which involves the activation of the inclusion and participation of each student through the use of variable teaching technologies. It is clear that students with disabilities require the introduction of specially designed approaches to their education. Giving knowledge to disabled students requires a lot of unusual and extraordinary task and challenges. Not only visually impaired students demand more of teachers' time, moreover, they requires special methodology, techniques and teachers 'patience as well, in a structured environment that supports and enhances their learning capabilities and potential

It is very essential to get into consideration that taking knowledge of visually impairments and disabled students are not students who are incapacitated or unable to learn; rather, they need differentiated strategies and methods tailored to their distinctive learning capabilities. According to statistics, there are over 76 million blind and over 246 million visually impaired people in the world. Modern technologies allow them to take almost full participation in the life of society and use its benefits, but what about the study of foreign languages? Of course, it has its difficulties in teaching English the blind students. Blind students may be visually impaired but their other senses are intact, so teachers and the blind should utilize the other senses.

All existing programs for the study of English are more based on visual perception.

When studying vocabulary, students first learn the spelling of a word, then its pronunciation, then its use in sentences. The blind learn pronunciation immediately, so the main difficulty for them is homophones. Words that sound the same or are very similar, but are spelled differently and have different meanings. For example: "read" and "rid", "bed" and "bad".

Let's say right away that Braille is used in the study of English, but the main emphasis is still on the perception of English by ear and communication in English. It will not work to "jump" from language to language, as seers usually learn vocabulary - the Latin and Cyrillic Braille letters are partially the same, which will make it difficult for the student to fluently determine the language in which the word is written. It is enough for a seer to just look at a word to understand that it is in English, then a blind person must first read it, and then realize what it means. This increases the time spent working with texts too much - the effort expended simply does not correspond to the results obtained.

In addition, the skills of reading Braille in a foreign language are of little use for daily use. For example, when using a computer, a blind person is much more comfortable with a speech

synthesizer, which reads text from the computer screen, than Braille displays, which translate text into Braille and display it on a special tactile screen.

It's important to know that a teacher who is an expert in this field understands the medical implication of the student's blindness, the level of residual vision of his or her students. A teacher should know the level and degrees of the student's blindness from the beginning and, of course, according to this criteria he or she may begin teaching English language , because learning, trying to understand the text in another the language requires a lot of hardworking and capability. Otherwise, it may be a reason to different problems with the visual impairment of the students. Professional teacher gives to these disabled students allowable load for their learning English.

For these reasons, there are some methodologies of teaching blind and visually impaired students are as follows:

• dosage of training loads;

• the use of special forms and teaching methods, original textbooks and visual aids, as well as optical and

pedagogical devices that expand cognitive student opportunities;

• special design of classrooms;

• organization of treatment and rehabilitation work;

• strengthening of work on social and labor adaptation.

During classes, teacher should switch students more often from one activity to another. During the lesson, teachers must take into account the permissible duration of continuous visual load for visually impaired students. Dosing visual work must be approached strictly individually. Artificial illumination of the premises in which they are engaged visually impaired students should be in normal level. Therefore, it is recommended to use table-mounted lamps. Shine should fall to the left or straight. A key means of social and vocational rehabilitation people with visual impairments, contributing to their successful integration into society, are information and communication technologies (ICT).

Nowadays, in technical century, modern technology has more opportunities and there is computer software that is capable to download material and transcribe it into Braille dots. Blind students can be trained to use the computer. These programs are very fruitful and give more conveniences to the disabled students to overcome the appeared problems. There is sound synthesis software such as text to speech and voice recognition that can be installed on the computer. Specially trained student with Braille dots may achieve some goals in learning English language.

Recent ICT training for visually impaired people time is becoming widespread. Problems of access to visual information for the blind users can be compensated by providing information in auditory and kinesthetic modalities.

Nowadays, ICT has been made available for blind people a number of modern professions and significantly accelerated the process improving their professional level, provided them with equal job opportunities. Thus, mastering ICT for the blind is not only a way to acquire new knowledge, but also a method mastering one of the most important tools of their social and vocational rehabilitation.

Special attention is needed when organizing the educational process to devote to the preparation of a computer special workstation for a student with visual impairment "Workplace for a visually impaired type special computer ".

Recommendations for the organization of the educational process. As a mechanism to compensate for visual deficiencies perception, in visually impaired persons there are auditory and tactile perception. Persons with visual impairments are inferior to persons with normal vision in accuracy and assessment of movements, the degree of muscle tension in the process of mastering and completing tasks.

Limited information received by the visually impaired determines the schema of the visual image, its scarcity; violation integrity of perception, when in the image of an object not only minor, but also defining details, which leads to fragmentation or the inaccuracy of the image. With low

vision, the speed of visual perception suffers; impairment of binocular vision (full vision with two eyes) in visually impaired can lead to so-called spatial blindness (impaired perception of perspective and depth of space), which is important when drawing and reading drawings. With visual work, visually impaired people quickly become tired, which reduces their performance. Therefore, it is necessary to carry out small breaks. The visually impaired may be contraindicated in many routine activities such as bending over, jumping suddenly, lifting weights, as they can impair vision. For the assimilation of information, the visually impaired need more number of repetitions and workouts.

To conclude, students with visual impairments and disabilities are part of our life. They have right to education and take almost full participation in the life of society and use its benefits. Special modern technologies and methodologies give them huge opportunities to get knowledge and feel themselves as the intellectual people. According to foreign researchers, these students show their interest in learning a foreign language no less than their healthy peers: a successful career, the prospect of studying in various international educational programs, the ability to communicate with foreign friends, and knowledge of a foreign language culture.

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IMKONIYATI CHEKLANGAN TALABALARGA INGLIZ TILINI O'QITISHNING ZAMONAVIY YONDASHUVLARI

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Annotation: In order to create an inclusive classroom where all students are respected, it is important to use language that prioritizes the student over his or her disability. Disability labels can be stigmatizing and perpetuate false stereotypes where students who are disabled are not as capable as their peers. In general, it is appropriate to reference the disability only when it is pertinent to the situation. For instance, it is better to say "The student, who has a disability" rather than "The disabled student" because it places the importance on the student, rather than on the fact that the student has a disability.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning tashabbusi bilan mamlakatimizda keksalar, pensionerlar, nogironlar va imkoniyati cheklangan bolalarga tibbiy-ijtimoiy yordamni tashkil etish tizimi yaratildi. Aholining ehtiyojmand qatlamlarini manzilli ijtimoiy himoya qilish davlat siyosatining ustuvor yo'nalishlaridan biri sifatida belgilangan. Shu bilan bir qatorda imkoniyati cheklangan yoshlarimizning oliy ta'lim muassasalarida o'qish va bilim olishlari qolaversa bo'sh vaqtlarini mazmunli o'tkazishlari uchun yetarlicha shart-sharoitlar yaratib berildi.

Hozirgi vaqtda kadrlar tayyorlash bo'yicha davlat siyosati barcha ta'lim muassasalarida ilg'or pedagogik texnologiyalarni joriy etish va innovatsion ta'limga,shu bilan birga imkoniyati cheklangan fuqarolarimizning Oliy Ta'lim muassasalarida bemalol ta'lim olishlariga kata e'tibor qaratmoqda.. Buni isboti sifatida, O'zbekiston Respublikasi Prezidentining 2017 yil 1 dekabrdagi PF-5270-son qaroriga muvofiq, 2018/2019 o'quv yilidan boshlab oliy ta'lim muassasalariga abituriyentlarni qabul qilishning umumiy sonidan nogironligi bo'lgan shaxslar uchun qo'shimcha ravishda ikki foizli kvota ajratish tartibi joriy etilgan edi. Bundan ko'rishimiz mumkinki, mamlakatimizda olib borilayotgan keng ko'lamli isloxotlarining negizida insonparvarlik, mexr-muruvvat va eng asosiysi xalk manfaatlarini ko'zda tutilgan.

Bugungi kunda, ko'pgina universitetlarda imkoniyati cheklangan talabalar ta’lim olmoqdalar. Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, dunyoda taxminan 650 million cheklangan qobiliyatga ega bo’lgan insonlar bor. Ta'lim esa ularga o'z cheklovlarini yengib chiqishga,o’zlariga bo’lgan ishonchini ortishiga, hayotda o’zlarini ornini topishiga va ular ham bu jamiyatning faol a’zosi bo’lishiga yordam beradigan omillardan biridir. Internet va texnologiyalarning rivojlanishi bilan imkoniyati cheklangan bolalar ham ta'lim olish va jamiyatda o’z o’rnini topishi imkoniyatiga ega bo'lmoqdalar. Masofaviy ta'lim bu kabi holatlarda Internet orqali ta'lim berishning eng samarali shakli hisoblanadi. Nogiron bolalarni masofadan o'qitish rejimida o'qitish ular uchun sifatli ta'lim olish muammolarini hal qilishga yordam beradi. Shuni esda tutish kerakki, bunday bolalarni o'qitish nogiron o'quvchilarni o'qitish, rivojlantirish va ijtimoiylashtirish maqsadlariga yo'naltirilgan maxsus muhit doirasida amalga oshirilishi kerak. Nogiron bolalar uchun chet tilini masofadan o'qitishda, avvalo, shaxsga yo'naltirilgan yondashuvni kuzatish kerak. Ta'lim muassasalarida nogiron bolalarga chet tilini o'rgatishning asosiy vazifalariga quyidagilar kiradi: Davlat ta'lim standartiga muvofiq bilim, ko'nikma, ko'nikmalarni egallash; o'z faoliyatini xorijiy tillar bilan yanada bog'lashni rejalashtirayotganlar uchun chet tilida imtihonlardan o'tish uchun maqbul shart-sharoitlarni yaratish, nogiron talabaning raqobatdosh shaxsini shakllantirish va ingliz tili va axborot texnologiyalarini o'rganish uchun motivatsiya darajasini oshirish ; sotsializatsiya - mehnat bozorida o'zini vakolatli va ishonchli his qilish imkoniyati; o'zini qadrlash darajasini oshirish. Va shu kabilarni o’z ichiga oladi. Talabaga chet tilini o'rgatishda uning tibbiy ko'rsatkichlari va individual xususiyatlariga tayanish, darsda turli xil ish shakllaridan foydalanish kerak: talaba bilan ishlash, talabaning jismoniy va ruhiy xususiyatlarini hisobga olgan holda turli xil o'yinlar, loyiha faoliyati va hk. Nogiron bolalar uchun chet tilini o'qitish dasturida quyidagilar bo'lishi kerak: asosiy ma'lumotlardan iborat asosiy darslik, bu bolalar o'qishi uchun darslik bo'lishi mumkin. Universitetlarda nogironlar uchun mo'ljallangan maxsus kompyuter uskunalari, nogironlar uchun mo'ljallangan zamonaviy o'quv dasturlari, masofaviy o'qitish tizimi mavjudligi ta'lim jarayonining barcha ishtirokchilari o'rtasida erkin ma'lumot almashish, ta'lim resurslaridan samarali foydalanish imkoniyatini beradi. Bularning barchasi inklyuziv ta'lim tizimining asosini tashkil etadi va bu amalda imkoniyati cheklangan talabalarga va har xil og'irlik darajalariga ega bo'lgan talabalarga boshqa talabalar bilan teng ravishda birgalikda o'qish imkonini beradi.

A.E.Simanovskiy fikricha nogiron talabalar bilan ishlashning eng samarali usullaridan biri bu masofaviy o'qitishdir. Shu bilan birga, u masofaviy ta’limning bir nechta samarali tamoyillari haqida aytib o’tadi. Bu tamoyillar interaktiv usullarda o’qishni, ta’lim oluvchilarning o’qish davomida o’zlarini erkin va mustaqil his qilishlarini, ta’lim olish materiallari va uyga beriladigan vazifalarning oson va ular bajara oladigan darajada bo’lishini o’z ichiga oladi. Eng asosiy tamoyil bu ta’lim olish jarayoni davomida imkoniyati cheklangan talabalar o’zlarini kamsitilgan va boshqa talabalardan farqli sezmasliklari kerakligidir. Imkoniyati cheklangan talabalar uchun o'quv materiallarini tanlashda ehtiyot bulish kerak. Ularga qiyinchilik tug’diradigan vazifalar, o’qib o’rganishga qiynlik qiladigan materiallardan va ortiqcha vazifalarni yuklashga ehtiyotkorlik bilan yondashish muhim ahamiyat kasb etadi. Xorijiy til o'qituvchilarining fikriga ko'ra, nogiron talabalarni o'qitishda ijodiy yondashuvni ta'minlash kerak. Ijodiy yondashuv ijodiy jarayon va ijodiy muhitni o'z ichiga olishi kerak. Ijodiy jarayon nogiron o'quvchilarning hissiy-psixologik xavfsizligi va qulayligiga hissa qo'shadi, bu ularning ijodiy salohiyatini ro'yobga chiqarishga olib keladi, intellektual faoliyatni rivojlanishiga yordam beradi, ijobiy hissiy holatga ta'sir qiladi, tashabbus va mustaqillikni rivojlantiradi.

Chet tili o'qituvchisining vazifasi talabalarning chet tilini o'rganishga qiziqishi, ilhomlantirishi va g'ayratli qiziqishini oshirishdir. Chet tilni o'qitish va nogiron o'quvchilarni kasbga yo'naltirish bo'yicha vazifalarni muvaffaqiyatli bajarish uchun qiziqish omili katta ahamiyatga ega. Chet tilida erkin muloqot qila oladigan ijodkor shaxsni tarbiyalash uchun talabalarni turli yo'nalishdagi loyihalar, dramatizatsiyalar, tanlovlar, viktorinalarda ishtirok etish va ijodiy klublar yaratishga jalb qilish tavsiya etiladi. Masalan, tarjima tanlovi, "jang" tarjimasi, chet tilidagi spektakllarni sahnalashtirish

kabi ijodiy vazifalar har tomonlama rivojlanishga, intellektual bo'shashishga, nutq faoliyatini rivojlantirishga, leksik va grammatik materiallarni muvaffaqiyatli o'zlashtirishga yordam beradi. shaxsni umuman boyitishi. Ushbu tadbirlarning barchasi talabalarni chet tillari, adabiyoti, tarixi va madaniyatini o'rganish istagini uyg'otadigan maxsus ijodiy muhitni yaratadi. Ijodiy muhit, o'z navbatida, zamonaviy inson uchun nihoyatda muhim bo'lgan nostandart ijodiy qarorlar qabul qilishga qodir bo'lgan ijodiy shaxsni rivojlantirishga yordam beradi. "Ingliz tili" fanining imkoniyati cheklanganlar uchun darslarda, asosan, tilning ikki jihati - tinglash va so'zlashish bo'yicha to'rtta turni o'zlashtirish bilan bog'liq bo'lgan ko'nikma va ko'nikmalarni shakllantirish va rivojlantirish uchun asos bo'lgan ta'lim ma'lumotlari mavjud. Nogiron talabalar uchun mashg'ulotlarning to'rt turi bo'yicha topshiriqlar ularning reproduktiv faolligini yaratishi va rivojlantirishi kerak. Nutq faoliyatining har bir turini bajarish jarayonida talabaning niyatidan matnga (o'qish va yozish) yoki matndan talabaga (tinglash va gapirish) o'tish uchun bir xil operatsiyalar to'plami talab qilinadi. Imkoniyati cheklangan talabalar psixofiziologik xususiyatlarini hisobga olgan holda quyidagi uslubiy tamoyillarga rioya qilish kerak:

1. Talabalar uchun ko'chma tadbirlarni taqdim etish.
2. Faoliyatning tez-tez o'zgarishi.
3. Til muhitiga kirish.
4. Kiritilgan tuzilmalarni ko'p marta tinglash.
5. Materialning uzluksizligi va doimiy takrorlanishi.
6. Ingliz tili orqali ta’lim oluvchining umumiy rivojlanishi, uning ijodiy qobiliyatlarini ochib berish.

Ingliz tili darsini mos ravishda yuqori va yuqori darajada o'tkazish uchun o'qituvchi darsga alohida tayyorgarlikni talab qiladi. Inklyuziv ta'lim sharoitida zamonaviy sog'liqni saqlash texnologiyalari, yo'naltirilgan ta'lim usullari va samarali o'rganish usullari bo'yicha tajriba va bilim talab etiladi. Chet tilida o'qituvchi, sinfdoshlar bilan og'zaki va yozma shaklda boshlang'ich muloqot qobiliyatlarini egallash ularning nutq qobiliyatlari va ehtiyojlariga asoslanadi. Imkoniyati cheklangan bolalarga ingliz tili darslarini o'qitish juda qiyin, ammo o'qituvchi o'z ishidan foyda oladi. Bilim oluvchilar uchun ingliz tili darsi bu yangi kashfiyot, yangi tuyg'u, yangi bilimdir. Har bir talaba, uning imkoniyatlaridan qat'i nazar, munosib ta'lim olishi kerak. Imkoniyati cheklangan talabalar uchun ingliz tili darslari vizual, fotografik, eshitish va assotsiativ xotirani rivojlantirish mashqlaridan boshlanadi. Har bir darsda nafaqat oqilona, balki hissiy tarkibiy qism ham qo'llaniladi.

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